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ABSTRACT

This curriculum unit is part of a larger project designed to introduce communication-based, culturally specific instructional materials on French-speaking African societies into foreign language curricula with the goal of increasing the appeal and relevance of French language study, especially to African-American students. The materials are intended for beginning-level French students. A communication-based approach to language learning helps students develop the skills necessary to produce and receive understandable messages. These skills include reading, writing, listening, and speaking in the target language, and focusing on materials in their cultural context. The lessons in this unit concern the geographic and cultural diversity of Francophone Africa. Each lesson includes a lesson overview, materials, lesson content, procedures, and student handouts. The included lessons are entitled: (1) "Une Introduction au Continent Africain"; (2) "La Diversite Geographique de L'Afrique Francophone"; (3) "Les Modes de Vie en Afrique Francophone"; (4) "Faisons une Visite a Abidjan"; and (5) "Le Mariage Chez les Tabwa." (DB)

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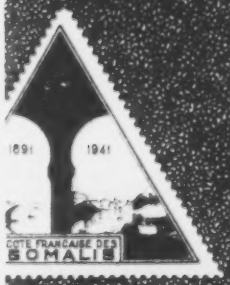

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La Diversité en Afrique Francophone

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LA DIVERSITÉ EN AFRIQUE FRANCOPHONE

For Level I-II French Students

Stanford Program on International and
Cross-Cultural Education (SPICE)

Francophone Africa in the
French Curriculum Project

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INTRODUCTION Francophone Africa in the French Language Curriculum

Introduction

This curriculum unit produced by the Stanford Program on International and Cross-Cultural Education (SPICE) is one of three developed as part of the project *Francophone Africa in the French Language Curriculum*, funded by the California Postsecondary Education Commission, in cooperation with the California Department of Education and the California Foreign Language Project. The project was designed to introduce communication-based, culturally specific instructional materials on French-speaking African societies into the foreign language curriculum with the goal of increasing the appeal and relevance of French language study, especially to African-American students who are seriously underrepresented in French foreign language classes. Equally important is the goal of introducing all students to the institutions, histories and cultures of non-European areas where French is spoken. Such content complements the study of world regions and international studies and contributes to the important understanding of the multicultural nature of the Francophone world.

Unit Development: A Collaborative Process

The unit development process for this project was collaborative, involving a diverse group of supportive and interested individuals, each of whom had special wisdom and talent to bring to the project. Among the advisors were secondary classroom teachers of beginning-level French, academic specialists with relevant content specialties, curriculum development educators from both social studies and foreign language, and university faculty, graduate students, and staff who were native to or had lived and worked in Francophone African countries.

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Among the key questions debated and discussed by the group were:

- What topics will be of interest to students, and at the same time portray significant and accurate content about Francophone African countries?
- What materials and activities can foster cross-cultural understanding while developing communicative language capacities for beginning level French students?
- What format for lessons and units will convey the rich culture content and be consistent with familiar lesson formats?

Communication-Based Language Development

The materials in this project are based on the philosophy of communication-based instruction, or the approach to language learning that has as its goal helping students to develop the skills necessary to produce and receive understandable messages. These skills include reading, writing, listening and speaking in the target language, and focus on language in its cultural context. An important goal of the materials in this program, designed for beginning-level French students, is to encourage and extend students to higher levels of language proficiency while simultaneously helping them develop the capacity and motivation to recognize and appreciate similarities and differences in cultures, world views, customs, beliefs, and social conventions.

To assist teachers in implementing a communication-oriented program, these units have been developed using an organizational sequence which includes aspects of effective language instruction. These lesson components, outlined below, include setting the stage for instruction, presenting comprehensible input, structuring guided practice, facilitating independent practice, and providing closure/evaluation.

Setting the Stage (approx. 5-10 min.)

1. **Definition:** state the learning objective and motivate students

2. **Criteria:**

    a. involve as many students as possible
    b. if possible, relate to past learning and present concerns

3. **Examples:** music, visuals, gags, any attention-getting device

Comprehensible Input (approx. 15-20 min.)

1. **Definition:** the presentation of new material

2. **Criteria:**

    a. material must be comprehensibly presented in the target language

        1) make frequent use of cognates
        2) create and reinforce meaning by using all three learning modalities: auditory, visual, physical

    b. include some structures/vocabulary that are slightly beyond the students' current level (input + 1)

    c. incorporate checking for understanding using questioning in the following sequence:

        1) yes/no questions
        2) either/or questions (a or b)
        3) short response

3. **Examples:**

    a. pictures
    b. props/realia
    c. Total Physical Response (T.P.R.)
    d. story lines
    e. mini-dramas

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Guided Practice (Enabling Activities) (approx. 10-15 min.)

1. **Definition:** activities that help student internalize new material

2. **Criteria:**

   a. drills should be contextualized and/or meaningful, not discrete or unrelated items
   b. practice must be provided for the functions, vocabulary, grammar, and culture being taught
   c. provide frequent feedback and/or checking for understanding

3. **Examples:**

   a. paragraph slot fill-ins (Cloze exercises)
   b. games of a "drill" nature (interviews, verbs)
   c. categorical lists
   d. personalized/informational questions
   e. reading/listening comprehension exercises
   f. patterned writing/oral exercises
   g. "Pépé Le Fou"
   h. crosswords

Independent Practice (Communication) (approx. 8-10 min.)

1. **Definition:** activities in which students use what they have learned to generate their own language (communicate)

2. **Criteria:** these activities should meet at least some of the following criteria:

   a. have personal significance
   b. be culturally authentic
   c. include an element of spontaneity
   d. resolve uncertainties or information gaps
   e. have a meaningful purpose

3. **Examples:**

   a. contextualized role-playing
   b. discussions
   c. debates

d. summaries (group or individual/oral or written)
e. skits
f. original written works (e.g., letters, descriptions, stories)
g. interviews
h. A/B activities of all sorts (picture, stories)
i. many cooperative activities ("telephone," "partners," "jigsaw")
j. games that require an actual exchange of information in a spontaneous format

Closure/Evaluation **(approx. 5-10 min.)**

1. **Definition:** combining all components and learning in a contextualized format so as to demonstrate learning

2. **Criteria:**

   a. focus on whole/global lesson
   b. use as final evaluation of ability to communicate
   c. involve every student

3. **Examples:**

   a. produce magazines, papers, articles
   b. present stories, mock TV programs
   c. re-create real-life scenes related to context

Emphasis on Content-Based Language Instruction

The Francophone Africa in the French Language Curriculum Program, through its curriculum design, attempts to incorporate content-based language instruction and the key principles of second-language acquisition, the functional notional approach, "meaningful interchange," and the integration of language and culture. These principles are congruent with the major concepts embedded in the *Foreign Language Framework for California Public Schools: Kindergarten Through Grade Twelve*, and other related documents influencing communications-based foreign language education.

Content-Based Language Instruction is a logical application and extension of the communicative approach to language teaching and highlights the "immersion" language learning concept. It has surfaced in a variety of settings, ranging from courses in English for Special Purposes to Foreign Language in the Elementary School (FLES) programs and English as a Second Language programs. The content-based instructional approach aims to achieve language proficiency by shifting course focus from the learning of language (i.e. grammar rules) to the learning of a designated and appropriate subject matter. The content may be derived from various disciplines, and emphasis is placed on students' mastery of the specific designated content while concurrently developing linguistic competency. Leaver and Stryker(1989) identified four general characteristics of Content-Based Instruction (CBI).

- CBI is based on subject matter.
- CBI uses authentic materials.
- CBI promotes the learning of new information.
- CBI considers specific students' needs.

CBI characteristics are also consistent with many of the basic features of appropriate language tasks for "meaningful interchange" in the foreign language classroom. "Meaningful interchange" is defined in the foreign language section of the *Model Curriculum Standards: Grades Nine Through Twelve* (California Department of Education, 1985) as follows:

- There is an obvious purpose in communication.
- There is some personal significance to the content.
- There is some resolution of uncertainties as a result of communication.
- There are cultural features of the language and society.
- There is an aspect of spontaneity and unpredictability to the sequence, and the outcome of the communication is conversational in nature.

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The functional notional approach to language learning is another major theory underlying the *Francophone Africa in the French Language Curriculum Program.* This theory is supported by current second-language acquisition research that proposes that acquiring a second language is dependent on sufficient comprehensible linguistic input that the brain processes in order to generate speech. This process is similar to learning a first language that is "acquired" naturally. Krashen (1981) developed and defined the term "comprehensible input," the main characteristics of which are as follows:

- Linguistic input contains some language already known to the student and some new language not yet acquired.
- Language is always taught in context.
- Communication focuses on meaning and not on form, and is relevant to the learner.
- Linguistic input is organized around meaningful interchange and not on grammar sequences.
- Language teaching aims to lower student anxiety and promote the learners' self-confidence in using the language.

These key concepts–content-based language instruction, "meaningful interchange," and comprehensible input–are further extended to include the principle of language and culture integration, and the identification of content relevant to African-American students in French language programs. All these factors provide the context and basis for the development of the *Francophone Africa in the French Language Curriculum Program.*

The lessons in each unit are especially designed to introduce meaningful content about Francophone African countries. Each of the interactive communicative activities are designed to broaden the learner's cultural knowledge of Africa, create an appropriate context for language and content learning, and develop higher-level cognitive skills. These curriculum objectives provide the basis for equipping Level I French students in utilizing

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"real" content and enabling them to formulate "real" and culturally authentic conversations congruent with their diverse language abilities and backgrounds.

Foreign Language Framework for California Public Schools Kindergarten Through Grade Twelve. Sacramento: California State Department of Education, 1989.

Krashen, Stephen D. and Tracy D. Terrell. The Natural Approach: Language Acquisition in the Classroom. Hayward: Alemany Press, 1983.

Leaver, Betty Lou and Stephen B. Stryker. "Content-Based Instruction for Foreign Language Classrooms," Foreign Language Annals 22 (May 1989): 269-281.

INSTRUCTIONAL STRATEGIES — A Communication-Based Program

In a communication-based approach there is strong emphasis on the use of the target language from the start, and at every stage of the instructional process. Equally important is keeping student motivation, interest and enthusiasm alive through activities that build communication skills and enhance cultural understanding. The strategies described below are interactive approaches that foster engagement in the language learning process. They are described in detail here to give teachers help in applying them where noted to the lessons of the unit. Note that a flexible classroom organization with frequent use of pairing, grouping, and moving from activity to activity is an important aspect of communication-based strategies such as these.

Guided Practice (Enabling Activities)

Pépé Le Fou

Pépé Le Fou is a verbal "hot potato" game. It is useful as an early guided practice activity. It was originally designed to help students internalize negative verbal constructions, but it can be used to practice almost any group of vocabulary, verb tense, or grammatical structure.

Procedure:

1. Prepare 10-12 visuals representing verbs (or any other vocabulary you are working with, such as foodstuffs, map outlines of countries, etc.). The visuals should be large enough so that everyone in the class can see them easily. If you are working with verbs, it is preferable to have stick-figure drawings of actions or a magazine picture, rather than infinitives, since this obliges students to understand what they are saying. Props work well here for vocabulary. For our example we will use regular verbs: eating, dancing, singing, playing tennis, etc.

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2. Distribute the visuals to 12 students and ask them to stand in a semi-circle in front of the class. Have each student identify the visual in the target language.

3. Review, if necessary, the concepts/vocabulary being practiced, and how to form the negative. Explain that the individual holding the visual of, for example, someone eating, will be responsible for saying that Pépé Le Fou is NOT eating, but doing something else.

4. Set the game in motion by saying, *"Pépé Le Fou mange."* The student who holds the "eating" visual must then say, *"Non, il ne mange pas. Il danse"* (or any other action portrayed on another visual). The student who holds the "dancing" visual must then say, *"Non, il ne danse pas. Il chante,"* etc. The game proceeds in this fashion, each student sending the "hot potato" as quickly as he can to another student.

5. Meanwhile the teacher or a student appointed by the teacher keeps time. At the end of a predetermined number of seconds (about 30), the teacher rings a bell or claps hands. Whichever student is speaking at that time must sit down. The teacher then sets the game in motion again by saying, *"Pépé Le Fou joue au tennis....."* Continue in this fashion until there is a single winner.

Further suggestions:

1. Once students master the procedure, you can have several games going on simultaneously in the same classroom. Visuals will have to be duplicated (and could be reduced), and each game will need a student assistant to keep time. A championship round could be played for all the group winners.

2. The class could be divided into teams (groups or rows) and the game played in relay fashion, using a representative from each team.

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3. To involve students who are seated, have them check for accuracy. If one of the players makes a mistake, a student from the audience can call out/raise her hand and offer the correction. If correct, that student can change places with the player who made the mistake.

Lotto/Tic-Tac-Toe

Lotto, a whole-class activity where students question each other to gain information, is extremely versatile as a guided practice activity. In order to play, a grid with several horizontal rows and vertical columns must be prepared. In each square, the teacher must provide a portion of a question. For example, if students need to work on the past tense, the top of the form might say *"Trouvez quelqu'un qui..."* Each square would then contain a verb in the past tense, e.g., *"est allé(e) au cinéma hier soir, est rentré(e) à minuit, a joué au football,"* etc. Try to include one or two difficult or unexpected questions. You might also include a question that only you, the teacher, can answer affirmatively. In this curriculum unit, students circulate and ask for the answers to nine geography questions.

Procedures:

1. Make enough copies for every student.
2. Have the students circulate around the room asking the questions provided.
3. When a classmate is found who can answer correctly, that student writes the answer in the space provided and signs her name.
4. Students continue in this manner until all the squares are signed.
5. No student may have a signature more than once on the paper.
6. You are advised to play along or circulate to monitor and reinforce the exclusive use of French. Give participation points if appropriate.

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7. To help with management, have students who are not using French sit down.

8. After most of the class has finished, call time. Students return to their seats.

9. Using your roll sheet, randomly call out the names of various students. If that student has signed a square, an X is marked. Continue until someone has three in a row.

10. Debrief the activity, by asking the student who signed to verify the answer. Asking other related questions can extend the discussion.

11. You may want to continue and play another round or two.

12. For variety, ask that the winner have all the squares marked off, or the four corners.

Independent Practice (Communication)

A/B Activities

A/B activities are one of the best strategies for fostering communication in the classroom. Essentially, an A/B activity is any activity in which students are paired and student "A" is given a document and/or information which she must share with student "B," while student "B" is likewise given a document and/or information which he must share with student "A." Perhaps the most common A/B exercise is "paired " pictures.

Paired Pictures: Two pictures are prepared. Picture A differs from picture B in several ways. When the pictures are distributed, students are instructed to describe the pictures to each other, to ask questions, etc., in order to find as many differences as possible. Remind students that they are not to show each other their pictures. Perhaps you could seat them back-to-back.

Paired Crosswords: Paired crosswords works much like paired pictures. A crossword using the new vocabulary is prepared (Computer software is available to create

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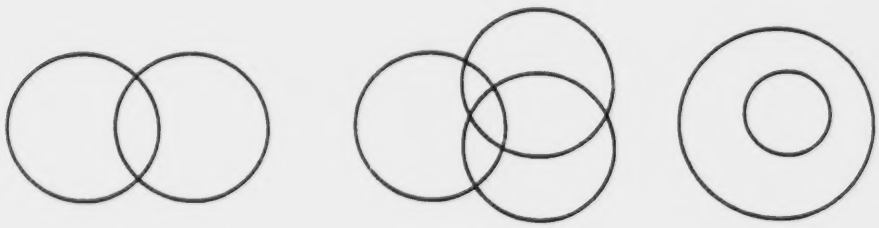
crossword puzzles). Student A is then given a copy of the crossword on which only the horizontal answers appear. Student B is given a copy of the crossword on which only the vertical answers appear. The object of the exercise is for student A to give clues (whole sentences, fragments, any kind of communication except gestures) which will get student B to guess the horizontal answers. Student B must likewise get student A to guess the vertical answers. At the end of the activity, both students will have completed crosswords.

Paired Worksheets: Paired worksheets are less communicative (they often fit into the "enabling activities" category), but they are highly successful for reviewing vocabulary, etc.

Paired Stories: Two stories are prepared in advance. Student A reads story A silently and student B reads story B silently. The teacher then collects the stories and now student A tells his story to student B and vice versa. A brief true/false quiz is then given to both students on both stories.

Venn Diagrams

Graphic modeling borrowed from the field of mathematics offers a way for students to diagram and discuss similarities, differences, and relationships between and among groups of things. Some common Venn diagrams are shown below.



Word list approach: Students could be given lists of words (foods, countries, names, places, clothing articles, transportation devices, tools, etc.) and asked to draw a diagram that shows the relationship of the listed items, and place the words in appropriate places on the diagram.

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In a variation of this approach, students could choose an appropriate format from among blank Venn diagrams provided.

Fix-it approach: Students could be given prepared Venn diagrams containing some words incorrectly placed. Their task, individually or in partner pairs, would be to identify words incorrectly placed (These are fruits. A tomato is not a fruit) and reposition them correctly. (A tomato is a vegetable. Vegetables go here.)

Venn-for-notes approach: A Venn diagram can be useful for keeping notes while reading or discussing a topic. For example, when comparing characteristics of families in rural and urban settings, two overlapping circles could be used as a recording device. Common characteristics could be listed in the overlapping segment, and characteristics specific to each location in the non-overlapping portion.

Throughout this unit, these communication-based activities are used to develop the skills, vocabulary, and culture content of the lessons. Teachers are encouraged to add to this repertoire of instructional strategies other approaches that are well suited to active and engaged language instruction.

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PREMIERE LEÇON — Une Introduction au Continent Africain

Lesson Overview

Suggested length: 1-2 class periods

Content theme: A general orientation to Africa's geographic position and size, in relation to North America and Europe.

Cultural content objective: Students will become aware of Africa's size by comparing it to other continents.

Communication objective: To talk about Africa in relation to the world map and to compare its size with other continents.

Materials

1. Overhead transparency made from Handout #1A, *Le Monde* (with labels)
2. Continent cutouts and airplane cutout, made from Handout #1C, *Les Continents*
3. Handout #1B, *Le Monde* (without labels), two copies for each student
4. Handout # 1D, Lotto, one copy for each student
6. Handout #1E, *La Géographie*, one copy for each student
7. Scissors, large sheets of blank paper and felt pens

Lesson Content

Functions

locating
describing
making comparisons
asking/giving directions

Grammatical Enablers

comparisons:
plus . . . que
moins . . . que
aussi . . .que

Vocabulary

l'est(masc.)
l'ouest(masc.)
le nord
le sud
le continent

l'Afrique(fém.)
l'Amérique du Nord(fém.)
l'Amérique du Sud(fém.)
l'Asie(fém.)
l'Australie(fém.)

l'Europe(fém.)
l'Océan Atlantique(masc.)
l'Océan Indien
l'Océan Pacifique(masc.)

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Vocabulary Cont.

les pays	grand(e)	entre
le Canada	immense	vers
les Etats-Unis(masc.)	petit(e)	traverser
la France	vaste	voler
		se trouver

Procedures

Setting the Stage:

1. Divide students into groups of 3-5. Pass out a blank piece of white paper (poster size is ideal).

2. Ask them to list French words that describe their current perceptions about Africa (ex. **exotique, lions**) and to draw pictures to illustrate those perceptions. Allow them to use French dictionaries or to ask you the necessary words.

3. Have several groups share their perception poster with the class. Display these posters around the room.

Comprehensible Input:

1. Use transparency of labeled world map, Handout #1A, and small plane silhouette cut from Handout #1C to indicate places on the map.

   Ask:

   Où sommes-nous maintenant? Nous sommes _____(here fill in the name of country) **Voilà** _____(name of country) **et voilà** _____(name of your town/city). **Est-ce que** _____(name of town/city) **est au nord ou au sud? Est-ce que** _____(name of country) **est un pays ou un continent?**

   Voilà notre avion. Où allons-nous? (point to east) **Nous volons vers l'est. Regardez vers l'est, tout le monde. Quels continents y a-t-il à l'est?** (Pronounce each one and have students repeat)

   Quel océan traversons-nous? L'Océan Atlantique ou Pacifique?

   Dans quel continent se trouve la France? En Europe ou en Asie?

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Est-ce que l'Espagne se trouve en Europe? Et le Canada? (Ask about other countries)

Est-ce que l'Afrique se trouve à l'est ou à l'ouest? Est-ce que l'Afrique est un continent ou un pays?

Est-ce que l'Amérique du Nord se trouve à l'est ou à l'ouest de l'Afrique?

2. Continue asking yes/no and either/or questions about the locations of various continents in relationship to each other and to Africa until the students comprehend all four directions and can locate the continents and oceans. If your students are somewhat familiar with comparatives or have easily grasped the above, you could introduce sizes here.

3. Pass out a blank map of the world to each student, Handout #1B. Show transparency #1A again and have them copy the names of the continents, directions, and oceans on to their maps; this will serve as their main vocabulary list.

   Note: It is important throughout this unit to avoid making parallel comparisons between countries (e.g. the United States, France, Senegal) and continents (e.g. Africa, Asia, North America).

Guided Practice:

1. After they have completed copying, call out various locations on the maps and have the students point to them on their own maps. Ask further questions using the four directions (**Quel continent est au nord de l'Afrique**, etc)(listening)

2. **L'Afrique est grande!! C'est un continent immense!!** Show cutout of Africa from Handout #1C, superimposed on the transparency of the labeled world map , Handout #1A.

   Ask:

   Est-ce que L'Afrique est grande ou petite? Est-elle plus grande ou plus petite que l'Europe?

   Show cutout of Europe and have a student answer and put the cutout on the map. Continue in this manner with the different continents. (listening, speaking)

Independent Practice:

1. Have the students work with a partner using their world map and vocabulary list. They are to give the direction or location of various places on the map orally, in French, so that their partner can find them on his/her map. After 3-5 minutes, they should switch roles with their partner. (speaking)

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2. Geography Lotto

   - Distribute the lotto form, Handout #1D.
   - Tell the students that they are to go around the room and ask other students the questions, in French of course, on the lotto sheet.
   - When they find someone who can correctly answer, that student should write the answer in the space provided and sign his/her name. All students should continue circulating and asking the questions until their entire sheet is signed.
   - Play lotto and then debrief. (writing, speaking)

   Note: For more complete instructions, see the Instructional Strategies section.

3. Travel Tracer A

   - Distribute a blank world map to each student, Handout #1B. Have them label the continents.
   - In French, dictate the directions and stopovers for four different itineraries. Have the students trace them on the map as you say them.
   - Let them compare their maps with yours using a transparency of Handout #1A, the world map with labels. (listening)

4. Travel Tracer B

   - Same as above except this time write down 4-5 different itineraries in paragraph form and have the students trace the route on a map. (reading)

5. Homework

   - Have students complete Handout #1E, *La Géographie*, as homework.

Closure/Evaluation:

Have students write a paragraph describing a world tour. The tour must pass through the continent of Africa at some point. Students should mention the names of any continents and oceans which they visit or cross.

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LE MONDE

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LE MONDE

LES CONTINENTS

Handout #1C

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LOTTO

Quel océan est-ce que nous traversons pour aller en Afrique?

_____
réponse

_____
nom

Quel océan est entre l'Asie et l'Amérique du Nord?

_____
réponse

_____
nom

L'Afrique est au sud de quel continent?

_____
réponse

_____
nom

Quel océan est entre l'Afrique et l'Australie?

_____
réponse

_____
nom

Quels continents sont à l'ouest de l'Afrique?

_____
réponse

_____
nom

Quel sont les deux océans qui bordent l'Afrique?

_____
réponse

_____
nom

Dans quel continent se trouvent les Etats-Unis et le Canada?

_____
réponse

_____
nom

Quels continents sont à l'est de l'Afrique?

_____
réponse

_____
nom

Quel continent est à l'est de l'Europe?

_____
réponse

_____
nom

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Handout #1D
Answer Key

LOTTO

Quel océan est entre l'Amérique du Nord et l'Afrique?	Quel océan est entre l'Asie et l'Amérique du Nord?	L'Afrique est au sud de quel continent?
L' Océan Atlantique réponse	L' Océan Pacifique réponse	L' Europe réponse
_____ nom	_____ nom	_____ nom
Quel océan est entre l'Afrique et l'Australie?	Quels continents sont à l'ouest de l'Afrique? **L' Amérique du Nord**	Quel sont les deux océans qui bordent l'Afrique? **L' Océan Atlantique**
L' Océan Indien réponse	L'Amérique du Sud réponse	L' Océan Indien réponse
_____ nom	_____ nom	_____ nom
Dans quel continent se trouvent les Etats-Unis et le Canada?	Quels continents sont à l'est de l'Afrique? **L'Asie**	Quel continent est à l'est de l'Europe?
L' Amérique du Nord réponse	L'Australie réponse	L' Asie réponse
_____ nom	_____ nom	_____ nom

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LA GÉOGRAPHIE

1. Recomposez les mots suivants en mettant les lettres dans l'ordre qui convient. Ecrivez-les au bon endroit sur la carte.

seia
repeou
reuratilsa
qraeifu
dedmqreaiusu
iuacqpfei

2. Imaginez que vous êtes en Afrique. Dans quelle direction se trouve:

l'Amérique du Nord? _____

l'Australie? _____

l'Amérique du Sud? _____

l'Océan Indien?_____

l'Asie?_____

3. Plus grand ou plus petit? Comparez:

L'Afrique et l'Amerique du Nord_____

L'Afrique et l'Europe _____

L'Australie et l'Afrique _____

L'Amérique du Sud et l'Asie _____

L'Asie et l'Afrique _____

4. Complétez:

Pour aller des Etat-Unis en Afrique en avion, on va vers le _____.

On traverse (le continent),_____et

(l'Océan)_____.

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LA GÉOGRAPHIE

1. Recomposez les mots suivants en mettant les lettres dans l'ordre qui convient. Ecrivez-les au bon endroit sur la carte.

seia	**Asie**
repeou	**Europe**
euratilsa	**Australie**
qraeifu	**Afrique**
udedmqreaiusu	**Amérique du Sud**
iuacqpfei	**Pacifique**

2. Imaginez que vous êtes en Afrique. Dans quelle direction se trouve:

l'Amérique du Nord? _____ **à l'oest** _____

l'Australie? _____ **à l'est** _____

l'Amérique du Sud? _____ **à l'oest** _____

l'Océan Indien? _____ **à l'est** _____

l'Asie? _____ **à l'est et au nord** _____

3. Plus grand ou plus petit? Comparez:

L'Afrique et l' Amérique du Nord _____ **plus grande** _____

L'Afrique et l'Europe _____ **plus grande** _____

L'Australie et l'Afrique _____ **plus petite** _____

L'Amerique du Sud et l'Asie _____ **plus petite** _____

L'Asie et l'Afrique _____ **plus grande** _____

4. Complétez:

Pour aller de l'Amérique du Nord en Afrique en avion, on va vers le **sud-ouest**.

On traverse (le continent), _____ **l' Europe** _____ et

(l'Océan) **Atlantique** _____.

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DEUXIEME LEÇON — La Diversité Géographique de L'Afrique Francophone

Lesson Overview

Suggested length: 2-3 class periods

Content theme: The geography of Francophone Africa

Cultural objectives:
1. Students will learn that the inhabitants of many nations in Africa speak French.
2. Students will learn that the continent of Africa is made up of many diverse geographical regions.

Communication objectives:
1. To describe the various geographical regions in Africa.
2. To produce brief travel ads or articles about a Francophone African country.

Materials

1. Large format color pictures of various aspects of Africa and/or realia (plants, sand, spray bottle of water, etc.)
2. Transparencies made from Handouts #2A, *Divisions Politiques* (with labels), #2B, *Divisions Géographiques*, #2C, *Divisions Politiques* (without labels),and #2D, *L'Afrique Francophone*
3. Handouts #2A, #2B and #2C, one copy for each student
4. Large sheets of construction paper
5. Several pairs of scissors, glue sticks, and felt pens
6. Handout #2E, Crossword Puzzle(2 pages), one copy for each student
7. Handout #2F, Crossword Puzzle Answer Key
8. Large cards with names and outlines of Francophone countries, for playing *Pépé le Fou* (see Guided Practice, Activity 2)
9. Africa Concentration cards (see Guided Practice, Activity 3)

Lesson Content

Functions
Describing
locating
identifying
narrating
expressing preference

Grammatical Enablers
c'est vs. il/elle est
Country names(fém./masc.)
prepositions with geographical names
il y a
irregular adjectives

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Vocabulary

la dune
la forêt
l'herbe(fém.)
la montagne
la savane
le désert
le fleuve
le palmier
le sable
le diamant
l'or(masc.)
la girafe
le chameau
l'éléphant(masc.)
l'hippopotame(masc.)
le gorille
le léopard
le lion
le rhinocéros
le singe
le zèbre
le climat
aride
chaud(e)
désertique
frais/fraiche
haut(e)
humide
montagneux(euse)
sec/sèche
tropical(e)

Pays Francophones

l'Algérie(fém.)
le Bénin
le Burkina Faso
le Burundi
le Cameroun
le Congo
la Côte d'Ivoire
le Djibouti
le Gabon
la Guinée
les Iles Comores(fém.)
les Iles Seychelles(fém.)
Madagascar[1]
le Mali
le Maroc
l'Ile Maurice(fém.)
la Mauritanie
le Niger
la République Centrafricaine
la Réunion
le Rwanda
le Sénégal
le Tchad
le Togo
la Tunisie
le Zaïre

Procedures

Setting the Stage:

1. Place large pictures of various African regions, representing both modern and traditional Africa, around the room.

2. Have students guess the location of each picture. (Many may guess that the cities and mountains are in other continents.) Tell them that all of these places are in Africa.

Comprehensible Input:

1. Introduce Lamine and Lalla, a newlywed couple who are currently living in Mali. Show Mali on transparency of Handout #2A. Tell the story as follows, weaving in frequent repetition of new words, TPR, and comprehension checks with yes/no and either/or questions, etc (see Comprehensible Input section of the Introduction). Use the transparency of Handout #2B to illustrate the story. Use real plants, sand, a spray bottle of water, etc. to illustrate the climate and add realism and fun to the lesson.

---

[1] Madagascar est rarement précédé par un article. Ainsi, on dit: " Madagascar est plus grand que le Bénin" mais l'île de Madagascar est plus grande que le Bénin."

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Voilà Lamine et Lalla, un jeune couple malien de Toumbouktou. Lamine est commerçant/ businessman. Ils habitent ici, dans le désert. Lalla déteste le désert! Pourquoi? Parce qu'il y fait trop chaud. Partout il y a du sable, de grandes dunes de sable (show some sand). Elle déteste le sable! Et les chameaux ce sont les seuls animaux[2] qu'on y trouve. Elle désire voir d'autres animaux!

--"Lamine, mon cheri, je voudrais quitter le Mali. Je déteste le désert! Où pouvons-nous aller?

--"Lalla, pourquoi pas la Côte d'Ivoire?" (show on map)

--"Comment est la Côte d"Ivoire?"

--"Oh, le climat est tropical. Il y a une grande forêt avec des arbres immenses.

--"Est-ce qu'il fait chaud là-bas?"

--"Bien sûr. C'est très humide aussi.

--"Est-ce qu'il y a des chameaux? Je désire voir d'autres animaux."

--"Non, il y a pas de chameaux, mais il y a des serpents et des léopards."

--"Non, je ne veux pas habiter une région tropicale! Il fait chaud et humide, et j'ai peur de ces animaux! As-tu une autre suggestion?

--"Eh bien, allons peut-être dans la savane du Zaire.(show on map) Là aussi il fait très chaud mais c'est sec aussi.

--"Toujours chaud! Zut! Est-ce qu'il y a des chameaux ?"

--"Non, il y a des zèbres et des éléphants et aussi des lions.

--"Des lions? J'ai peur des lions. J'aime les zèbres et les éléphants, mais . . .

---

[2] Dans ce texte, ce ne sont pas les animaux qui sont essentiels mais plutôt les différentes régions de l'Afrique francophone et leurs différents climats. En effet, soyez sensible au fait qu'en occident, dans beaucoup de livres surtout ceux destinés aux enfants, l'Afrique est beaucoup plus souvent associée aux animaux qu' aux êtres humains.

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--"**Lalla! j'ai une solution pour nous! Allons au Rwanda!** (show on map)

--"**Pourquoi le Rwanda?**"

--"**Parce qu'au Rwanda, il fait frais. Le Rwanda est un pays montagneux avec des forêts. Le Zaire, pays voisin, a de l'or et des diamants.**

--"**Fait-il aussi humide qu' en Côte d'Ivoire? Est-ce qu'il y a des lions et des léopards?**

--"**Non, là il fait bon et il y a beaucoup de singes et de gorilles.**"

--"**Alors, c'est bien pour les affaires**[3] **et je préfère un climat frais pour ma santé. Allons-y.**"

2. Pass out Handout #2B, *Divisions Géographiques* and Handout #2C, *Divisions Politiques* (without labels). Go over the geographic regions again, and have the students mark their maps. Pass out copies of the labeled political map, Handout # 2A. Pronounce each country's name, have the students repeat, and then have them write the names onto their first map. Work on directions and geographic features for each country for reinforcement of content and vocabulary. This can be partially done in class and completed as homework.

3. Practice the terms from the input section by asking questions of location, climate, vegetation, and/or animals for several of the countries. By identifying the region, the students can make general assumptions.

4. To illustrate the countries in Africa that are French-speaking as well as to reinforce the names of countries, use the transparency of Handout #2C, the unlabeled political map of Africa, with the transparency made from Handout #2D, *L'Afrique Francophone.* Have students name the countries within the shaded area. Next, have them shade their own labeled political maps from activity B to show which countries are Francophone countries. Practice and reinforce this idea using activities outlined in the methodology section.

Guided Practice:

1. Designate each corner of the room as a separate region, i.e. **la savane, le désert, la forêt tropicale,** and **les montagnes.** Have the students stand up, one at a time. Call out the name of a Francophone country and have the student go to the

[3] On trouve beaucoup d'Africains de l'Afrique de l'ouest, souvent appelés sénégalais, qui sont au Burundi, au Congo, au Zaire et au Rwanda pour des raisons d'affaires.

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appropriate corner, depending on the main region of the country. This can be done in relay teams for points. (listening)

2. Using a card with the name and outline of a Francophone country, play *Pépé le Fou* to reinforce the names and the geographical prepositions, e. g., **Pépé le Fou va au Sénégal. Non, il ne va pas au Sénégal, il va au Mali,** etc. For complete instructions, see Instructional Strategies section. (speaking)

3. Prepare about 10 pairs of 4x4" cards with a picture of Africa on one and a matching description using the new term in French on the other. Use these to play "concentration " with the whole class or make up several sets and play in groups. To prepare cards, reduce and photocopy pictures from books and/or magazines, or have a student draw a set. (speaking)

4. Crossword puzzle, Handout #2E: use as homework or as a sponge activity for Day 2. (writing)

Independent Practice:

1. Map Correction

   - Label transparency of Handout #2C, *Divisions Politiques*, with several countries and/or regions out of place.
   - Have students make the corrections orally.
   - This activity can be adapted to pairs using small versions of the map.(speaking)

2. Travel collage

   - Have the students, in groups, choose a country. Give them a day or two to find magazine pictures, photocopy pictures from books, or get brochures from travel agents.
   - Have them prepare a collage of their country.
   - One member could present the country to the class as a travelog. (speaking)

Closure/Evaluation:

Have students write letters to a "pen pal" selected from their class or another class of the same level, telling about a country that they have chosen to be their own. The receiver of the letter could write back and tell about his/her country or ask informational questions. (writing, reading)

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L'AFRIQUE
DIVISIONS POLITIQUES
le Maroc
la Tunisie
l'Algérie
le Sahara Occidental
la Libye
l'Egypte
la Mauritanie
le Mali
le Niger
le Tchad
le Soudan
le Djibouti
Les îles du Cap Vert
le Sénégal
la Gambie
la Guinée-Bissau
la Guinée
le Burkina Faso
le Nigéria
l'Ethiopie
la Sierra Leone
le Libéria
la Côte d'Ivoire
le Ghana
le Bénin
le Togo
le Cameroun
la Guinée Equatoriale
le République Centrafricaine
la Somalie
Les îles de Sao Tome E Principe
le Gabon
le Congo
le Zaïre
l'Ouganda
le Kenya
le Rwanda
le Burundi
le Zanzibar
la Tanzanie
les îles Seychelles
l'Angola
la Zambie
le Mozambique
les îles Comores
le Zimbabwe
la Namibie
le Botswana
le Malawi
Madagascar
l'île Maurice
la Réunion
le Swaziland
L'Afrique du Sud
le Lesotho

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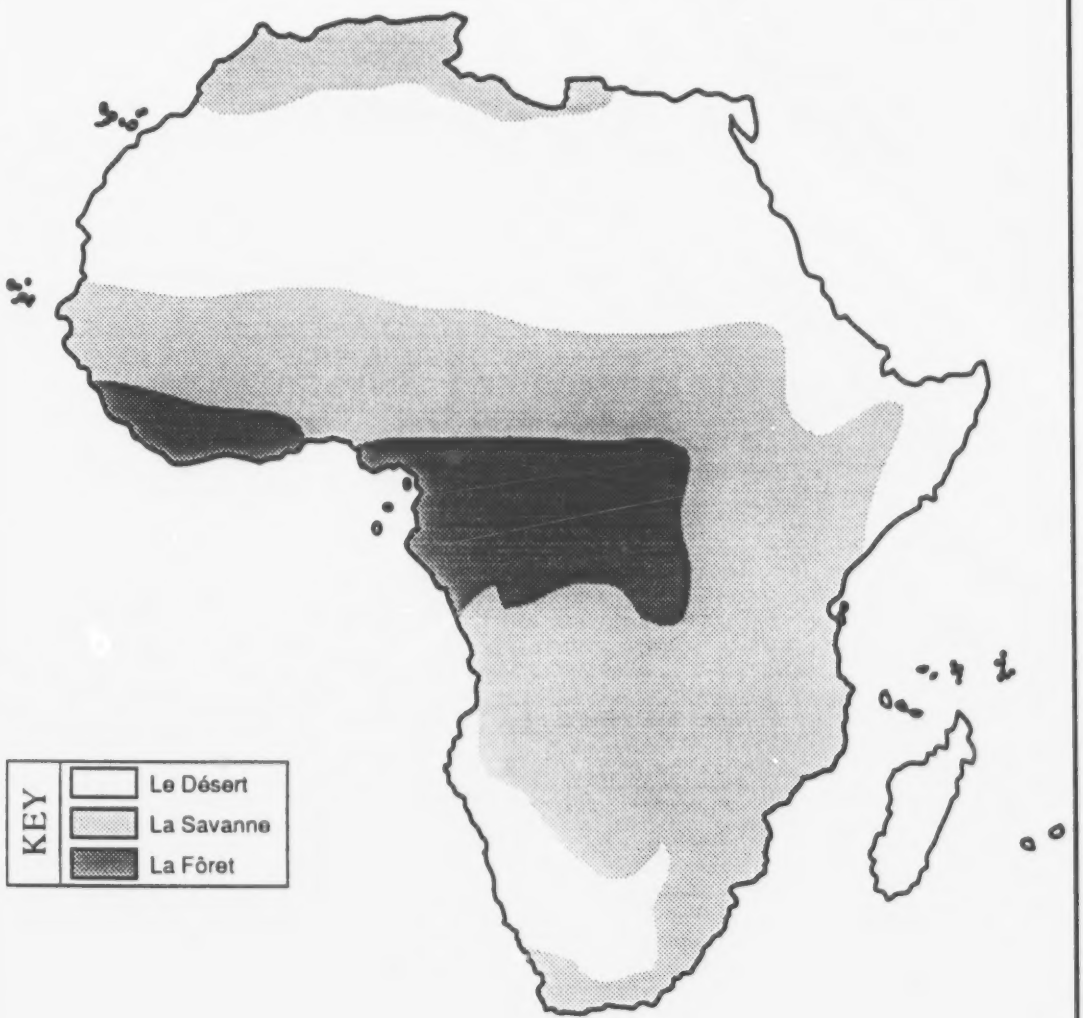
L'AFRIQUE
DIVISIONS GÉOGRAPHIQUES



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L'AFRIQUE
DIVISIONS POLITIQUES

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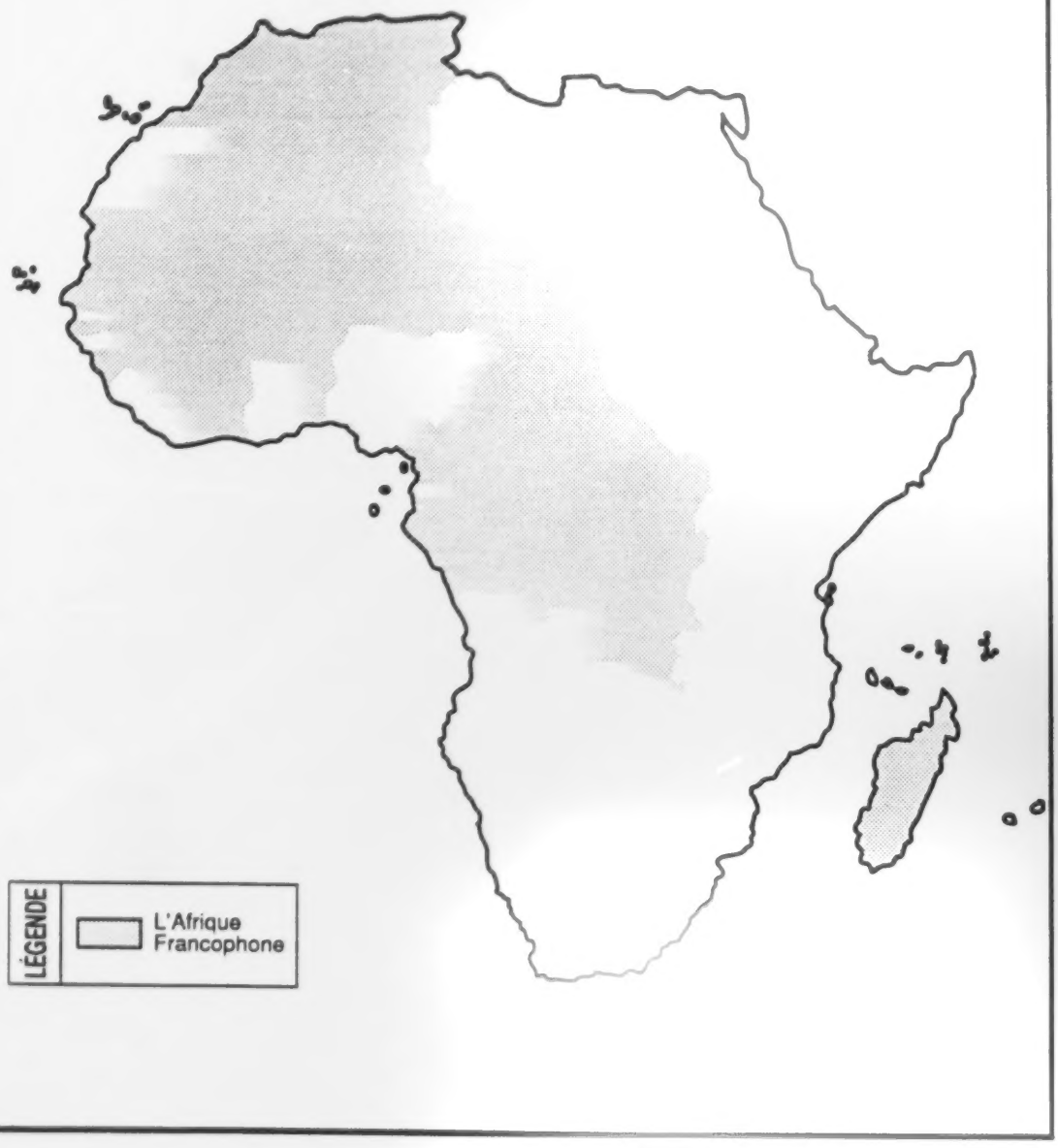
L'AFRIQUE FRANCOPHONE



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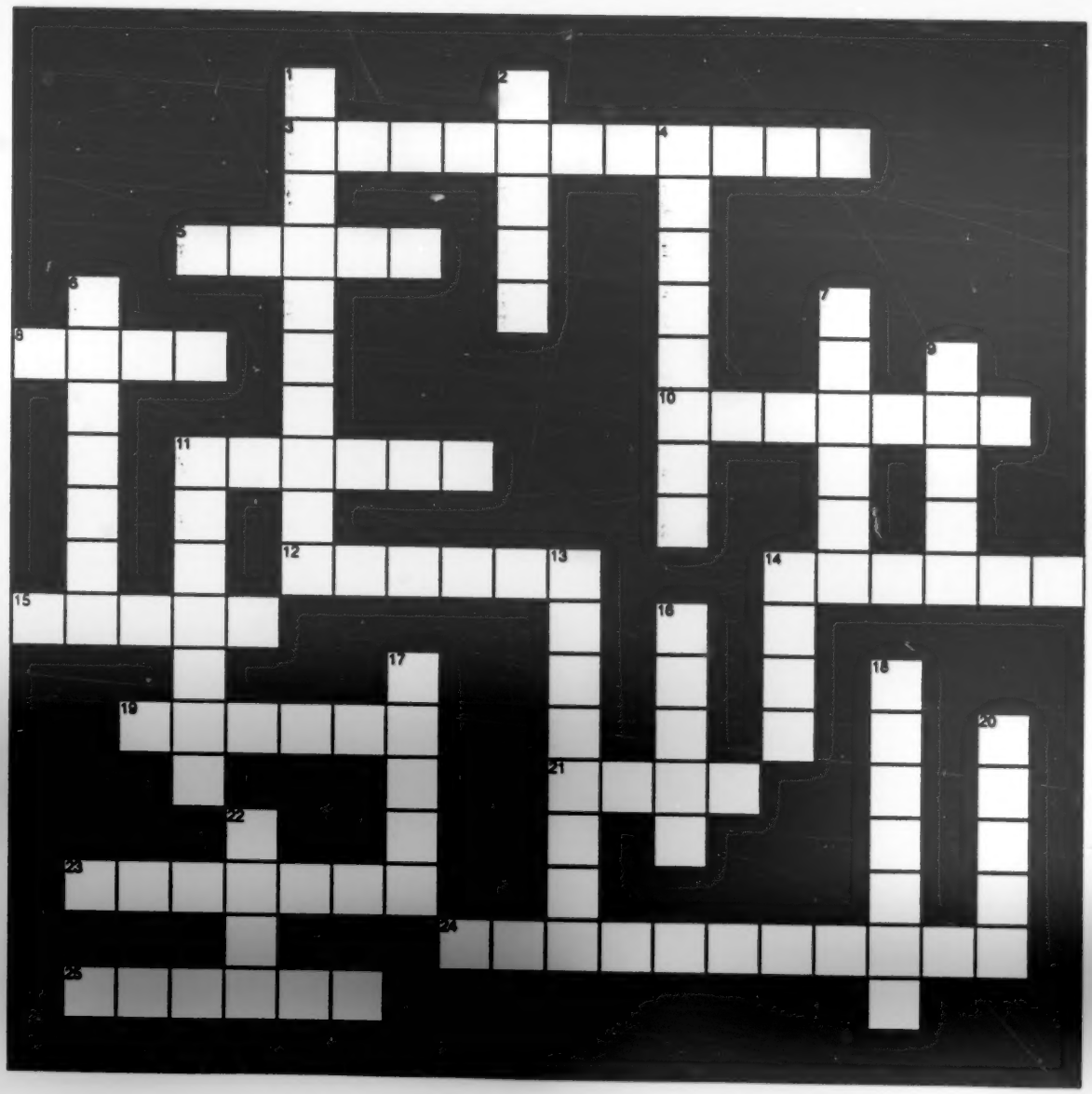
Handout #2E

La Diversité Géographique de L'Afrique Francophone

Crossword Puzzle



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La Diversité Géographique de L'Afrique Francophone

Crossword Puzzle

ACROSS

3. un gros animal gris
5. un petit animal très intelligent et animé
8. un pays dans le désert de l'Afrique (Lalla n'aime pas son climat)
10. un animal important du desert
11. un animal avec un très long cou
12. la région de hautes herbes et des lions
14. le Sahara
15. pas chaud; le climat des montagnes
19. le Congo, le Nile
21. comme une montagne
23. le continent que nous étudions
24. un pays important dans la région tropicale
25. un pays dans les montagnes

DOWN

1. un gros animal féroce et gris
2. ou il y a beaucoup d'arbres
4. un climat chaud et humide
6. un arbre qui se trouve dans le désert
7. pa[illegible] mais.....
9. il y en a beaucoup à la plage ou dans le désert
11. un grand singe féroce
13. un autre gros animal gris et intelligent
    une petite montagne de sable
    as froid, mais.....
17. elle est très haute dans la savane
18. un pays dans le nord au bord de la Méditerranée
20. un animal qui ressemble à un cheval noir et blanc
22. un animal féroce qui mange des zèbres

LES MOTS

Afrique	forêt	Mali
Algérie	frais	palmier
chameau	girafe	rhinocéros
chaud	gorille	Rwanda
Côte d'Ivoire	haut	sable
désert	herbe	savane
dune	hippopotame	singe
éléphant	humide	tropical
fleuve	lion	zèbre

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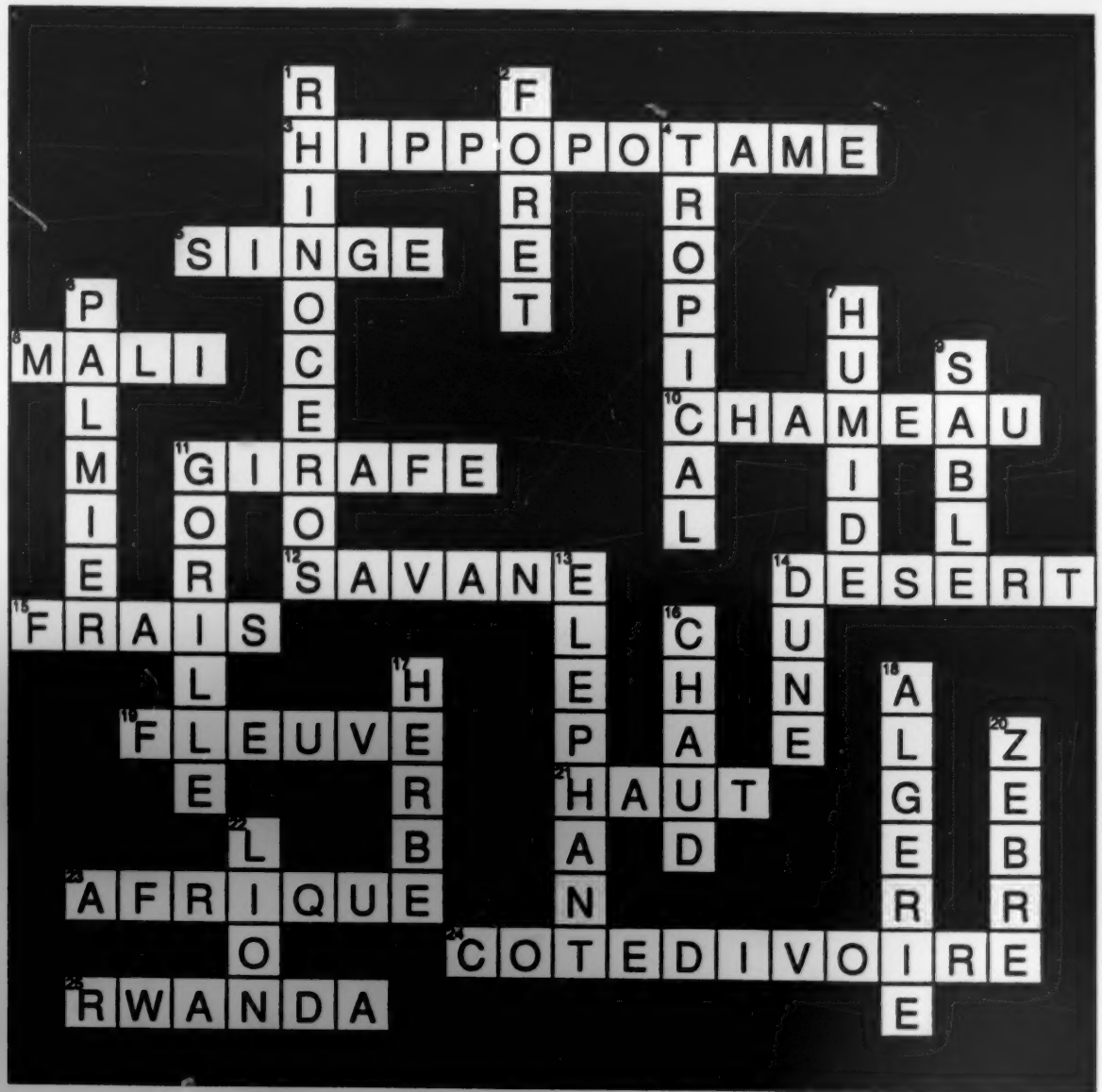
La Diversité Géographique de L'Afrique Francophone

Crossword Puzzle
Answer Key


1 R
2 F
3 H I P P O P O T A M E
4
I R R
5 S I N G E E O
6 P O T P 7 H
8 M A L I C I U 9 S
L E 10 C H A M E A U
M 11 G I R A F E A I B
I O O L D L
E R 12 S A V A N E 13 14 D E S E R T
15 F R A I S L 16 C U
L 17 H E H N 18 A
19 F L E U V E P A E L 20 Z
E R 21 H A U T G E
22 L B A D E B
23 A F R I Q U E N R R
O 24 C O T E D I V O I R E
25 R W A N D A E

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TROISIEME LEÇON — Les Modes de Vie en Afrique Francophone

Lesson Overview

Suggested length: 2-3 class periods

Content theme: Diverse lifestyles and religious traditions

Cultural content objective: Students will learn that African people come from diverse economic, religious, and family backgrounds.

Communication objective: Students will be able to describe/compare different lifestyles of African young people.

Materials

1. Visuals/realia of African regions depicting city and village life for display in classroom
2. Transparencies made from Handouts #3A-3F, three young women and their families
3. Transparency of Handout #2A, *Divisions Politiques* (with labels), from Lesson 2
4. Handouts #3A-3C, three young women, one copy for each student or small groups of students
5. Handout #3G, Crossword Puzzle (2 pages), one copy for each student
6. Handout #3H, Crossword Puzzle Answer Key

Lesson Content

Functions
describing
stating preferences
narrating
comparing

Signs and Signals
religious customs, dress, places of worship
introductions
kilometers

Grammatical Enablers
irreg. verbs:
venir
voir
(c)ouvrir
reflexives

Vocabulary

l' informatique(fém.)
le (la) cultivateur(trice)
le chauffeur
le fonctionnaire
le foulard
le genou
la case
le bananier
la colline
l'éleveur(l'éleveuse)
la mosquée
occidentalisé(e)
tressé(e)
aisé(e)
habillé(e)
maquillé(e)
tempéré(e)

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Vocabulary Cont.

burundais(e)
marocain(e)
sénégalais(e)
musulman(e)
algérien(ne)
ivoirien(ne)
chrétien(ne)
catholique
maternel(le)
le long de
soyez le (la) bienvenu(e)
être debout
se serrer la main
se rencontrer

Procedures

Setting the Stage:

1. Combine students into small groups. Ask them to quickly describe in French or English a "typical" student in their school. Have an individual from each group describe their "typical" student to the whole class. Allow them to discuss differences and see that there is no one right answer. Ask the students why it may be difficult to describe a "typical" student.

2. Review the political and geographic divisions of Africa. Be certain that the students appreciate the great physical and linguistic diversity. Suggest that there are other areas of diversity in Africa as well (economic, social, ethnic). Ask them why it might be difficult to describe a "typical" African.

Comprehensible Input:

1. Using the transparencies of Handouts #3A-3F, go through the following text, reinforcing meaning and checking for understanding (see Comprehensible Input section in the Introduction). You might give a copy of the text to the students so that they may reinforce the meaning through reading as well as through listening.

Trois jeunes filles se rencontrent pour la première fois à l'université d'Abidjan. Elles viennent de trois différentes régions d'Afrique francophone et elles sont camarades de chambre sur le campus universitaire. Remarquez qu' elles se présentent d'une manière indirecte[4] .

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[4] Lors du rituel de présentation, on ne donne pas immédiatement ce genre d'information: nom(s), titre ou fonction sociale, domicile, etc. Par contre, dans beaucoup de cultures africaines, ce genre d'information est obtenue indirectement en demandant à une tierce personne. Dans ce contexte, ce n'est pas le nom ou la fonction sociale qui sont prioritaires mais plutôt les relations sociales. Ainsi, la première information qu'on obtient est: tel est le père, la mère, le frère, la soeur, le(la)cousin(e), la femme, le mari, etc. de tel et tel. Pour présenter quelqu'un, on se réfère aussi à certains événements sociaux. Par exemple on entend souvent: " celle-là c'est la femme de tel, cousin de tel qui s'est marié la semaine passée avec la soeur de tel." Ce genre de présentation a pour objectif principal l'indentification de l'individu en tant qu'être social.

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Handouts#3A, 3D: Nina Yao, Une Ivoirienne
Elle s'appelle Nina et elle est de la Côte d'Ivoire (show on map). **Elle a passé toute sa vie dans la ville d'Abidjan, la capitale de la Côte d'Ivoire. Son père est un haut fonctionnaire dans l'administration ivoirienne. Sa famille est très aisée. Dans la famille on parle le français mais aussi on parle le baolé qui est la langue maternelle de ses parents. Nina est très bien habillée; elle porte des lunettes, une mini-jupe, des chaussures chiques, et un chemisier multicolore. Elle est maquillée. Ses cheveux ne sont pas tressés. Oui, c'est une jeune Africaine occidentalisée et citadine. Elle est très sophistiquée et tend à dominer la conversation. Nina étudie les sciences politiques.**

Handouts #3B,3E: Nawel(nah-well) Halila [5] - Une Algérienne
Nawel est d'Alger, en Algérie(show on map). **Elle vient d'une famille musulmane très religieuse. Elle porte une longue robe ample et noire. Elle couvre sa tête d'un foulard noir. Elle parle arabe et français. Sa famille est économiquement modeste. Son père est chauffeur de taxi dans la ville d'Alger. Nawel étudie l'informatique.**

Handouts #3C, 3F: Jeanne Keza[6] - Une Burundaise
Jeanne vient d'un petit village rural du Burundi (show on map). **Elle a fait ses études secondaires dans un lycée catholique de jeunes filles. Elle est chrétienne. Son père est cultivateur et éleveur de vaches. Elle porte une jupe et une blouse, mais dans sa valise il y a des pagnes d'un dessin traditionnel et d'autres vêtements (des robes, etc.). Elle est un peu timide. Jeanne étudie l'informatique aussi.**

2. Now go over the descriptions, writing the new vocabulary words on the board or overhead. Allow the students to copy, pronounce, etc. Use this to further practice the new words; e. g. **Qui porte un foulard noir?** etc.

Guided Practice:

1. Show the transparencies of the three young women. Have the students look at them for one minute. Then turn off the machine and have them list, individually or with a partner, as many words describing the young women as they can remember. Debrief with

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[5] Soulignez que l'habit de Nawel(en Algérie, en Tunisie comme dans d'autres pays musulmans) n'a rien à voir avec son niveau d'éducation. Pour beaucoup de jeunes filles comme Nawel cet d'habit reflète leur choix religieux.
[6] Nom qui signifie la petite jolie ou la mignonne

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the class. Give a bonus to the student(s) with the most correct answers. (speaking)

2. Pass out copies of Handouts #3A-3C to the students. Give a description in French and have them guess which picture you are describing. (listening)

3. Crossword puzzle , Handout #3G. (writing)

Independent Practice:

1. Role Playing

   - Have members of the class role play the three young women.
   - Let the rest of the class interview them.
   - The class could follow-up by writing short news articles based on their interviews.(speaking, writing)

2. Have the students, in groups, write short summaries of Handouts #3A-C. (writing)

Closure/Evaluation:

Have each student write a letter to one of the three young women comparing and contrasting his/her own life to that of Nina, Nawel or Jeanne.

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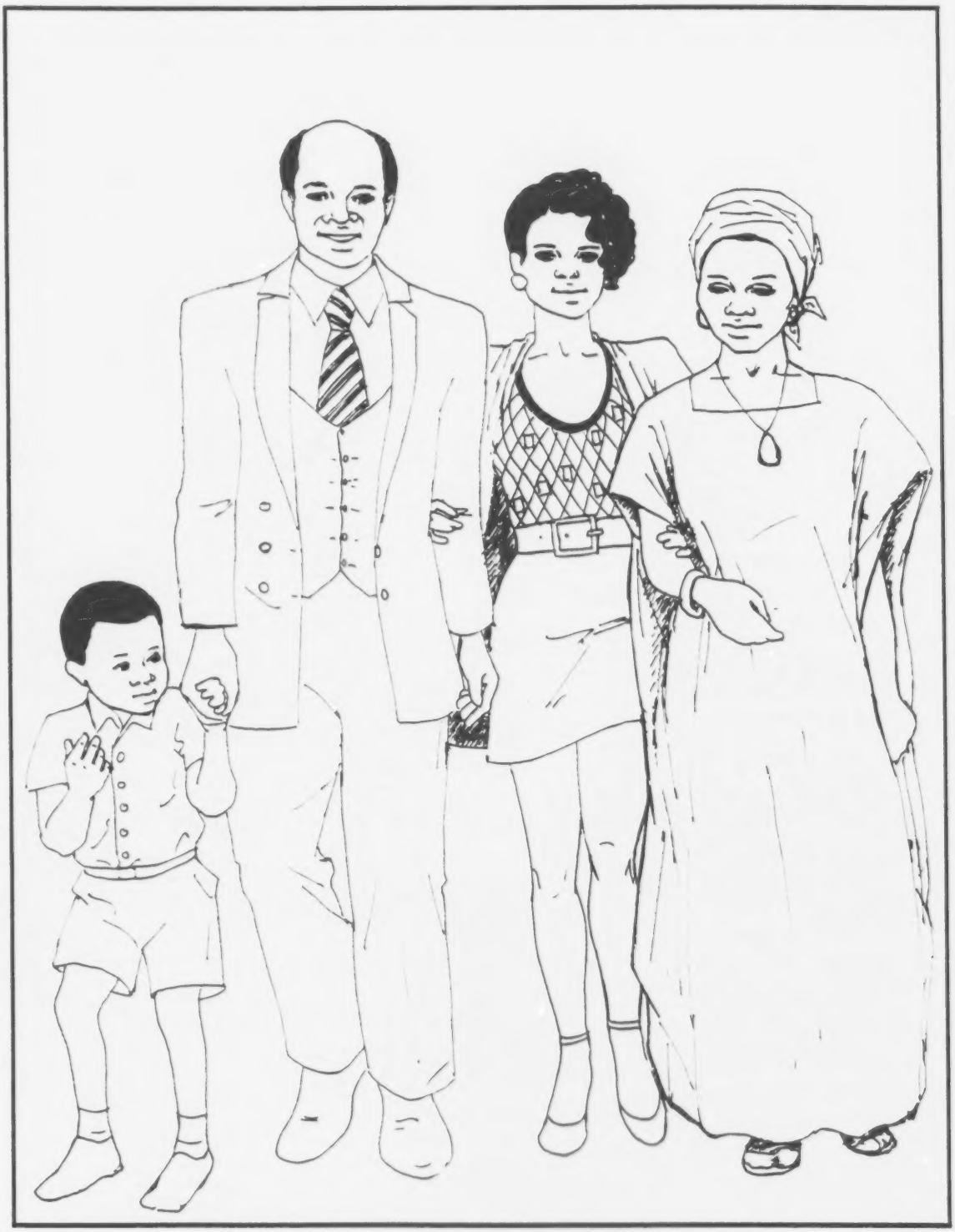

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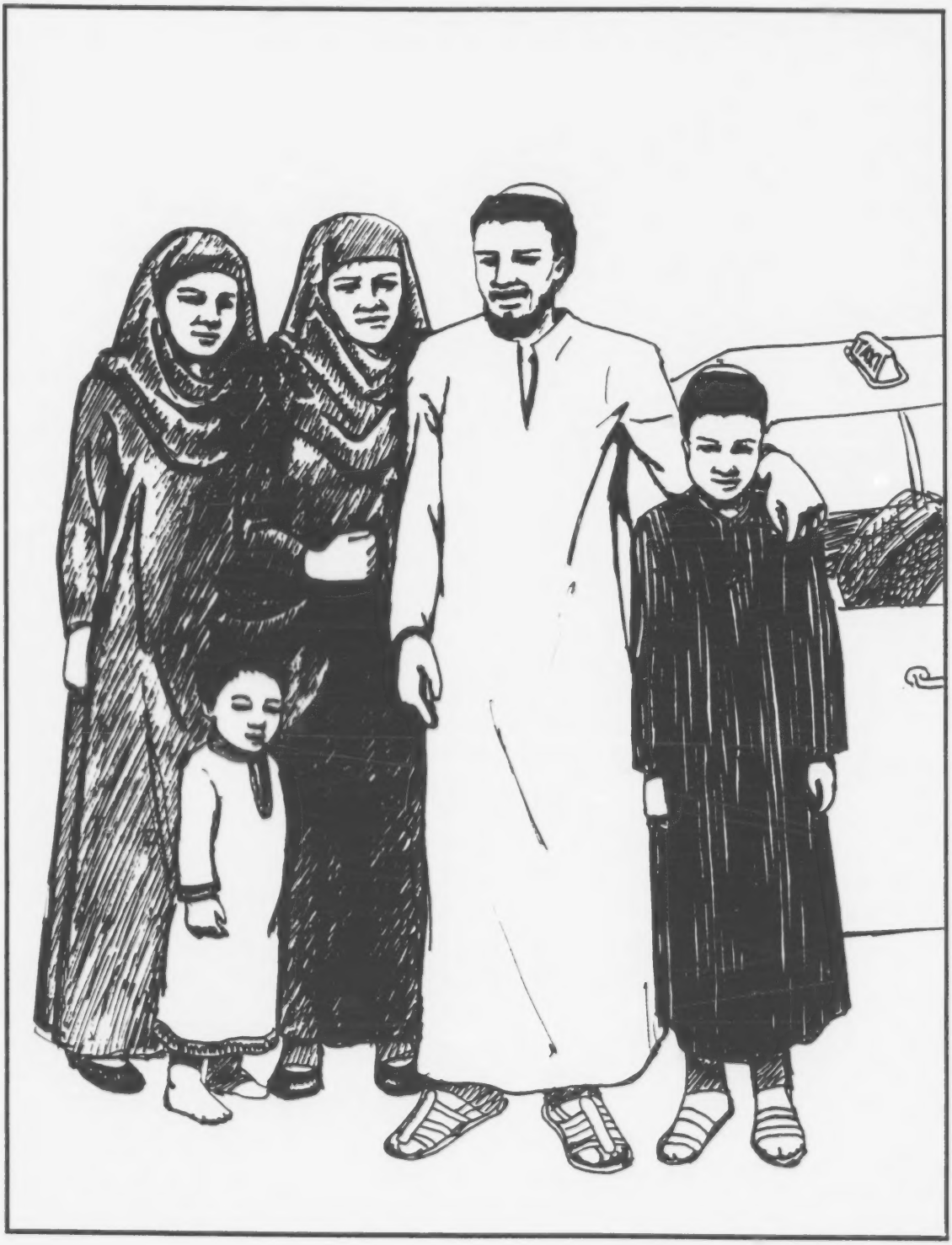

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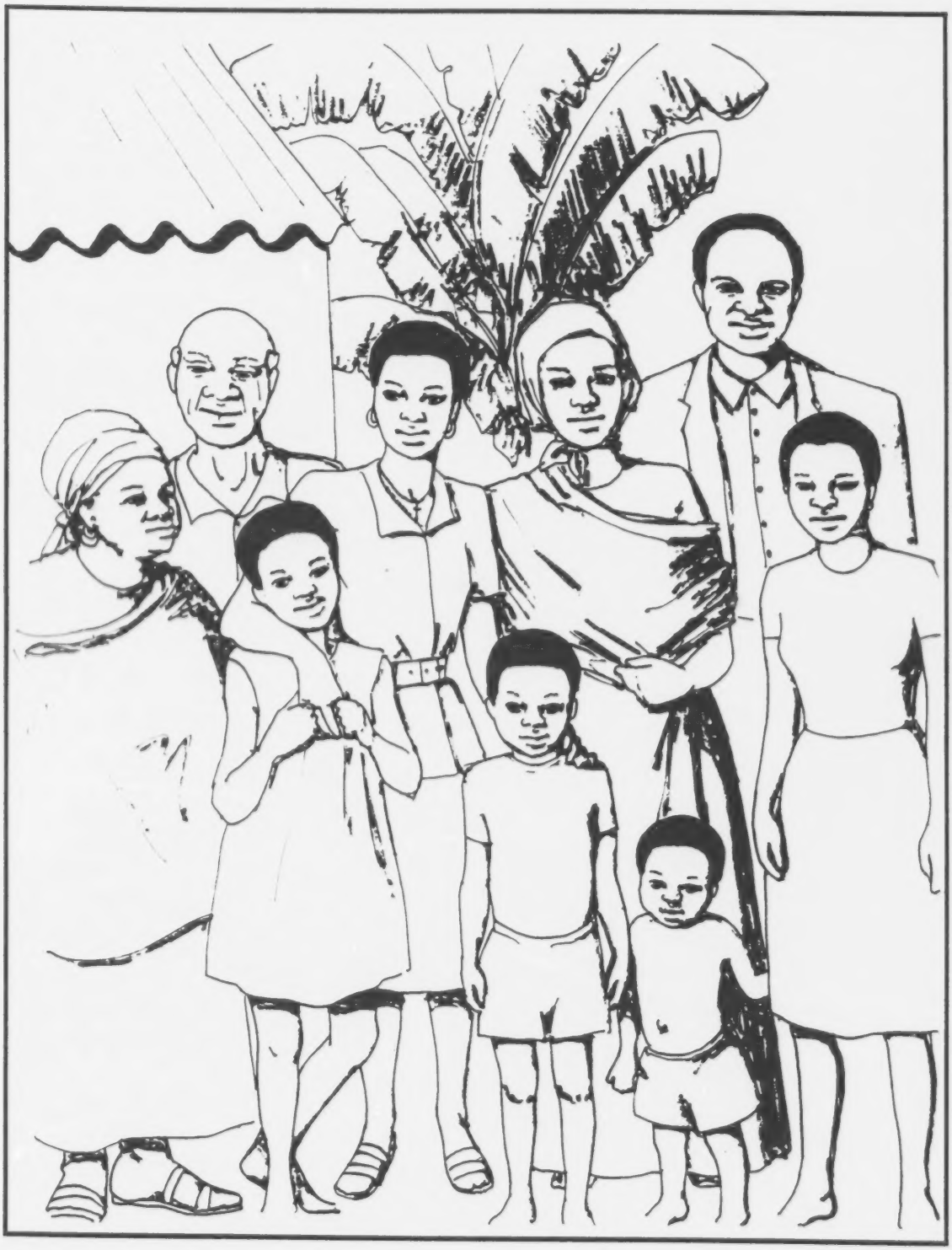

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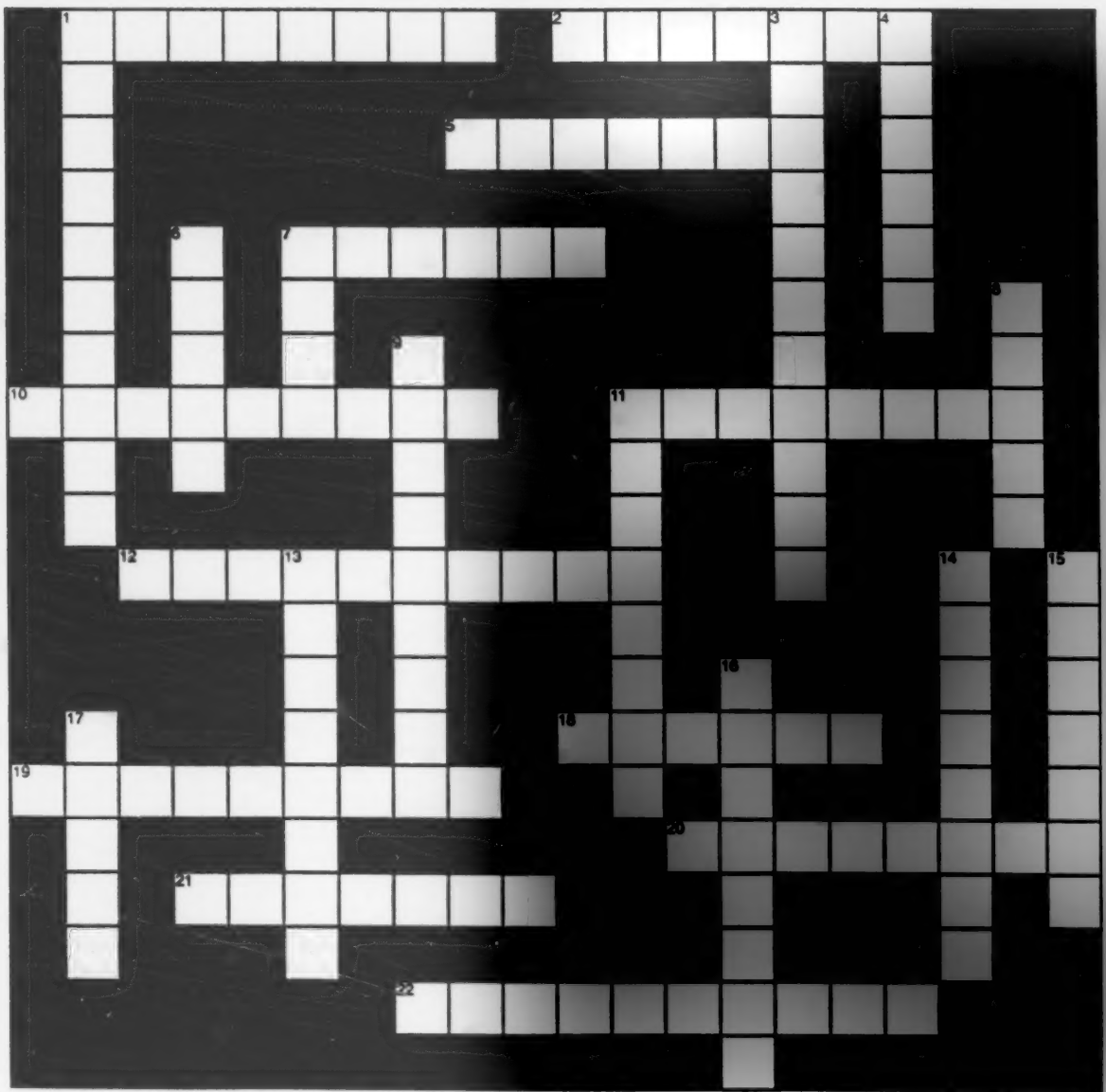
Les Modes de Vie en Afrique Francophone

Crossword Puzzle



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Les Modes de Vie en Afrique Francophone

Crossword Puzzle

Clues

Across

1. Un arbre à bananes
2. un foulard qui couvre la tête
5. Le père de Jeanne est....de vaches
7. la mini-jupe ne—pas les genoux
10. soyez la —, dit Nina à Nawel
11. les traditions
12. religion de Jeanne
18. Les jupes modestes couvrent les—
19. elle est— avec du mascara et du rouge à lèvres
20. Nationalité du père de Nawel
21. les cheveux de Nina ne sont pas _____
22. le français n'est pas la langue _____ des parents de Nina

Down

1. nationalité de Jeanne
3. Le travail du père de Jeanne
4. pas assis, pas sur une chaise
6. elle—du Burundi
7. la maison du village
8. confortable économiquement comme la famille de Nina
9. Nawel n'est pas chrétienne. Elle est _____.
11. un protestant est un———
13. elle est— en pagne burundais
14. nationalité du père de Nina
15. elles se —les mains quand elles se rencontrent
16. les petites montagnes
17. le tissu multicolore porté par les femmes africaines

Words:

agriculteur
aisée
algérien
bananier
bienvenue
burundaise
case
catholique
collines
couvre
coutumes
debout
éleveur
foulard
genoux
habillée
ivoirien
maquillée
maternelle
musulmane
pagne
serrent
tressés
vient

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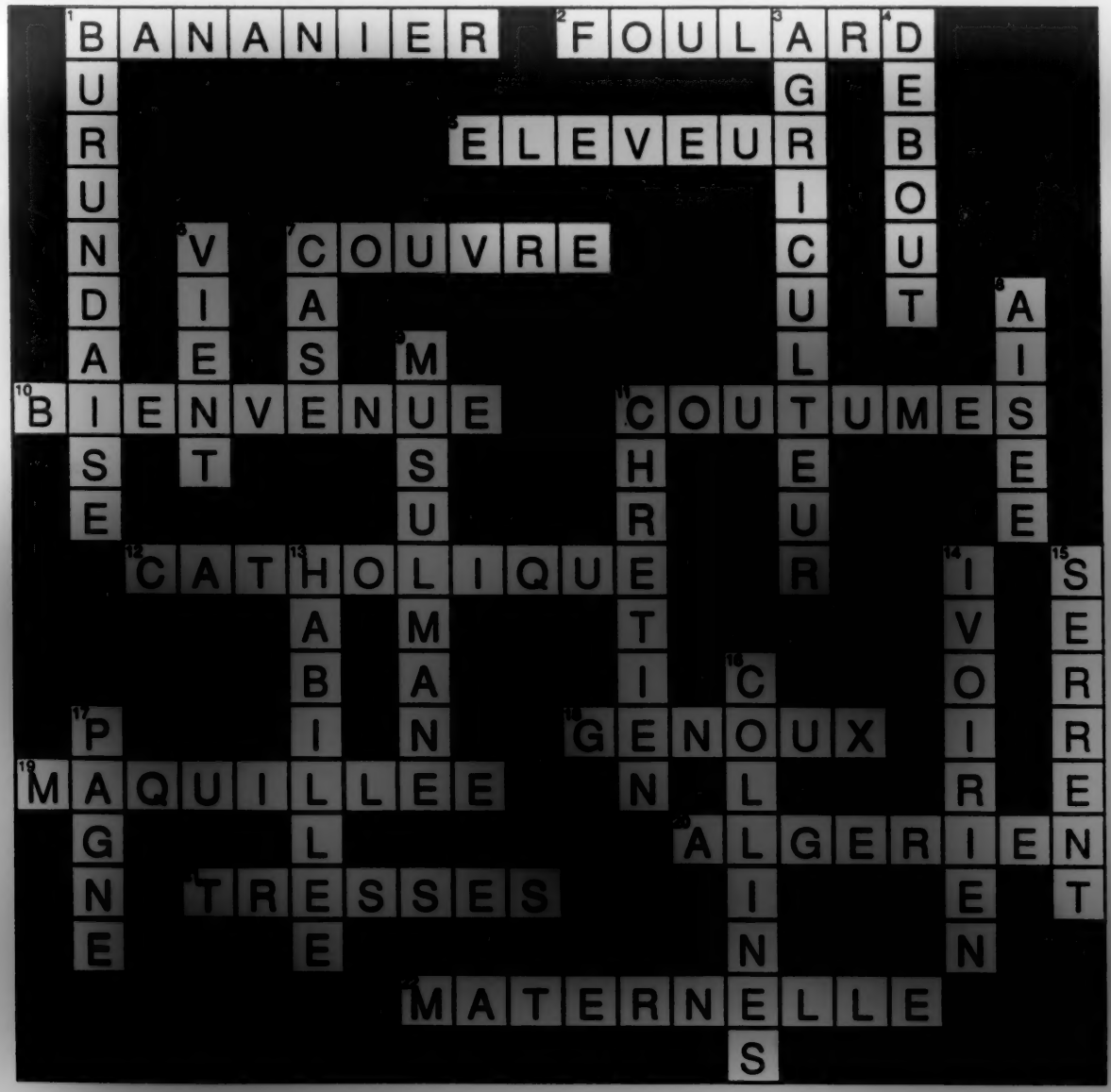
Les Modes de Vie en Afrique Francophone

Crossword Puzzle Answer Key



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QUATRIERE LEÇON — Faisons une Visite à Abidjan

Lesson Overview

Suggested length: 2-3 class periods

Content theme: Urban Africa

Cultural content objective: Students will become aware that Africa has large, modern cities as well as rural areas.

Communication objectives:
1. To compare an African city with their own city.
2. To locate and give directions within a small section of a city.
3. To role play tourists visiting a new city.

Materials

1. Pictures of African cities
2. Handout #4A, *Abidjan*, two copies for each student
3. Transparencies made from Handouts #4A and #4B, *Visiting Abidjan*
4. 1 paper bag

Lesson Content

Functions
describing
locating
asking/giving directions
making plans
expressing preference
stating opinions

Signs and Signals
clash of cultures
different social roles of women

Grammatical Enablers
asking questions:
Qu'est-ce que/qui
Quel(le)
où se trouve

Vocabulary
le bâtiment
l'endroit(masc.)
l'étage(masc.)
l'immeuble(masc.)
le kiosque
le quartier
la boîte de nuit
la cathédrale
la gare
la mosquée
la station de bus
les aliments(masc.)
les produits(masc.)
citadin(e)
connu/inconnu(e)
seul(e)
luxueux(se)
ethnique
touristique
s'habituer
oser
découvrir
au coin "
à côté "
à droite (de)
à gauche "
derrière
devant
en face "
loin "
près "
tout droit

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Procedures

Setting the Stage:

1. Ask the students to name any large African cities that they may know. Ask them to describe (in French or English) how they might be different from or the same as French cities.

2. Show pictures of African cities found in magazines, books, or from travel brochures.

Comprehensible Input:

1. Using the transparency made from Handouts #4A and #4B, present the following.

Les trois jeunes filles sortent de leur immeuble pour découvir la ville. Elles sont au coin du boulevard:

Nina: Je peux suggérer des endroits intéressants et touristiques. Allons au parc, au nouveau supermarché, dans des boutiques luxueuses, et dans des boîtes de nuit. Abidjan est sensas!

Jeanne: Nawel et moi, nous voulons savoir où sont les endroits intéressants comme la mosquée, la cathédrale, la poste, la station de bus, etc.

Nina: Mais pourquoi? C'est votre première visite n'est-ce pas?

Nawel: Oui, mais ces endroits sont très importants si nous devons vivre ici.

Nina: Eh bien, le supermarché est...
(Place these locations on map, reinforcing the prepositons)

Nina: Ce soir, voulez-vous aller avec moi à une des boîtes de nuit connues de la ville. On va danser!

Nawel: (surprise) **Comment peux-tu dire cela? Dans ma religion, les jeunes filles ne vont jamais à des boîtes de nuit. Certainement pas une bonne musulmane!**

Jeanne: Je ne suis pas musulmane mais chez moi les jeunes filles ne sortent jamais seules dans une boîte de nuit.

Nina: Mais, je vais inviter mes deux frères et mon cousin, Albert.

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Jeanne: Je ne suis pas certaine, je ne sors jamais avec des inconnus.

Jeanne: J'ai beaucoup de choses à faire. Est-ce qu'il y a un quartier près d'ici où je peux acheter des aliments burundais[7] et d'autres choses pour notre appartement?

Nina: Bien sûr. Il y a un quartier à un kilomètre d'ici où on peut acheter des produits algériens, sénégalais, burundais, etc. C'est mardi aujourd'hui! Il y a toujours un marché avec des kiosques très intéressants et bon marché.

Jeanne: Allons-y et, en route, parlons de ces boîtes de nuit et de vos frères.

2. Number the places on transparency #4A and pronounce them again for the students. Pass out copies of Handout #4A and have the students number their papers in the same way. Write the words on the board as they correspond to the numbers. Then continue practicing the vocabulary.

3. Using the same transparency, go over the prepositions for location. Give directions and have the students point to the correct location on their paper. Then ask questions such as **"Qu'est-ce qui est à droite du supermarché? où est la mosquée? etc.**

Guided Practice:

1. Using the visual or word list, ask students questions such as where they catch the bus, buy food, go if they are Moslem, etc. Have them write/tell the correct location. (speaking, writing)

2. Write the names of several locations from the input dialogue. Have the students: a) tell how to get there from the apartment, or b) give two to three reasons for going there. (speaking)

3. Have the students work in pairs asking the same kind of questions as above. (listening, speaking)

4. Put the names of all the places in a paper bag. Have several students, or representatives from groups choose a place and tell how one would get there from a designated point. (speaking)

5. Pass out Handout #4A, the blank map of the city. Give oral directions to five places and have students trace the route and then guess the location. This activity can be a good listening comprehension test. (listening)

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[7] Les bananes et les haricots sont les aliments de base des Burundais.

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Independent Practice

1. Venn Diagram

   - With the whole class or with the students in pairs/groups, do a Venn diagram comparing their city with Abidjan.
   - Debrief for the whole class. (speaking, writing)

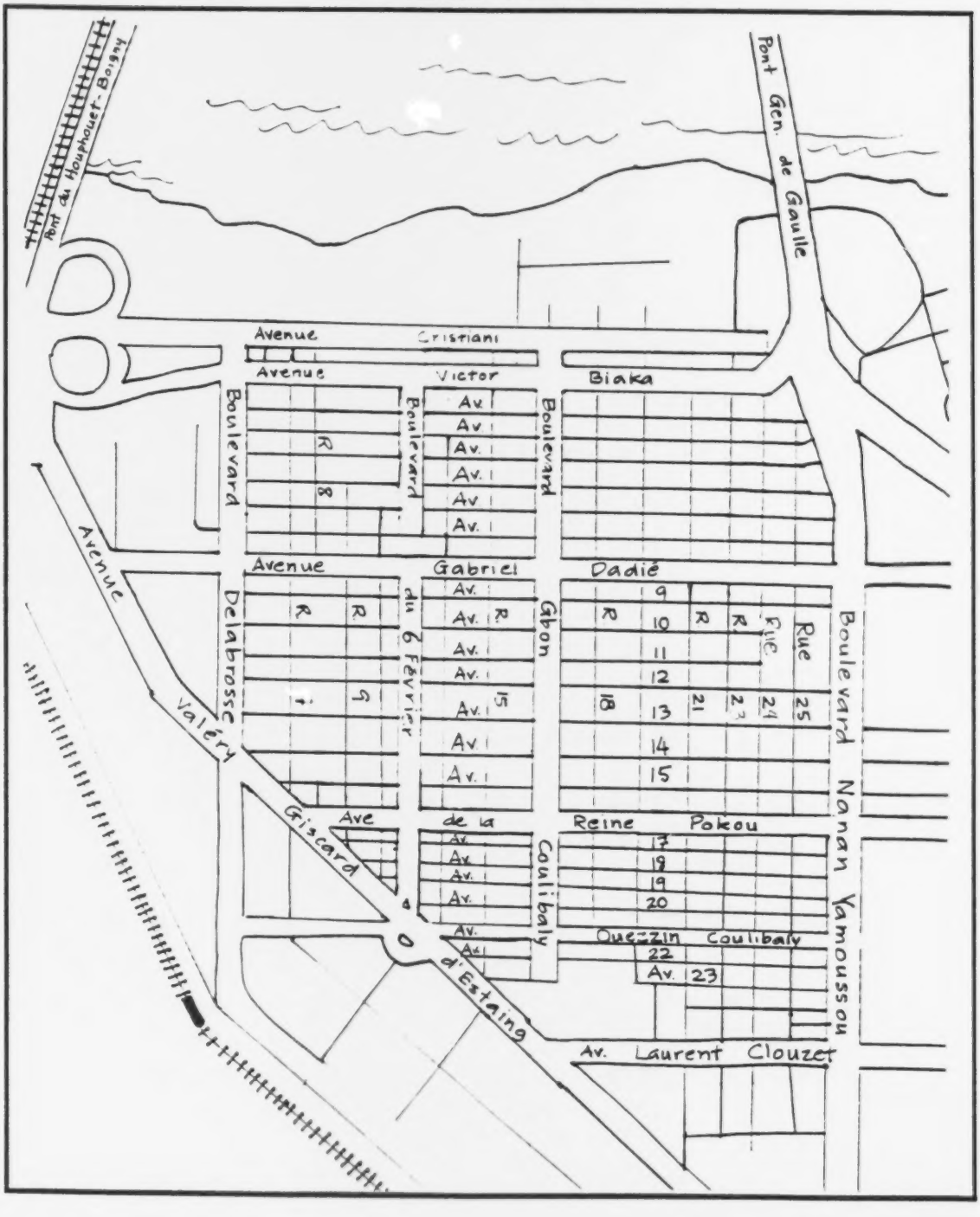
2. Tour Guides

   - Have the students work in pairs to create a tour for a visitor, highlighting the activities at each location and how they get from place to place.
   - Have several students present their tour to the class. The class could vote on their favorite. (writing, speaking)

Closure/Evaluation:

Have each student choose an African city to research. They are to go to travel agents and the library for research. Have each write a brochure about that city.

ABIDJAN



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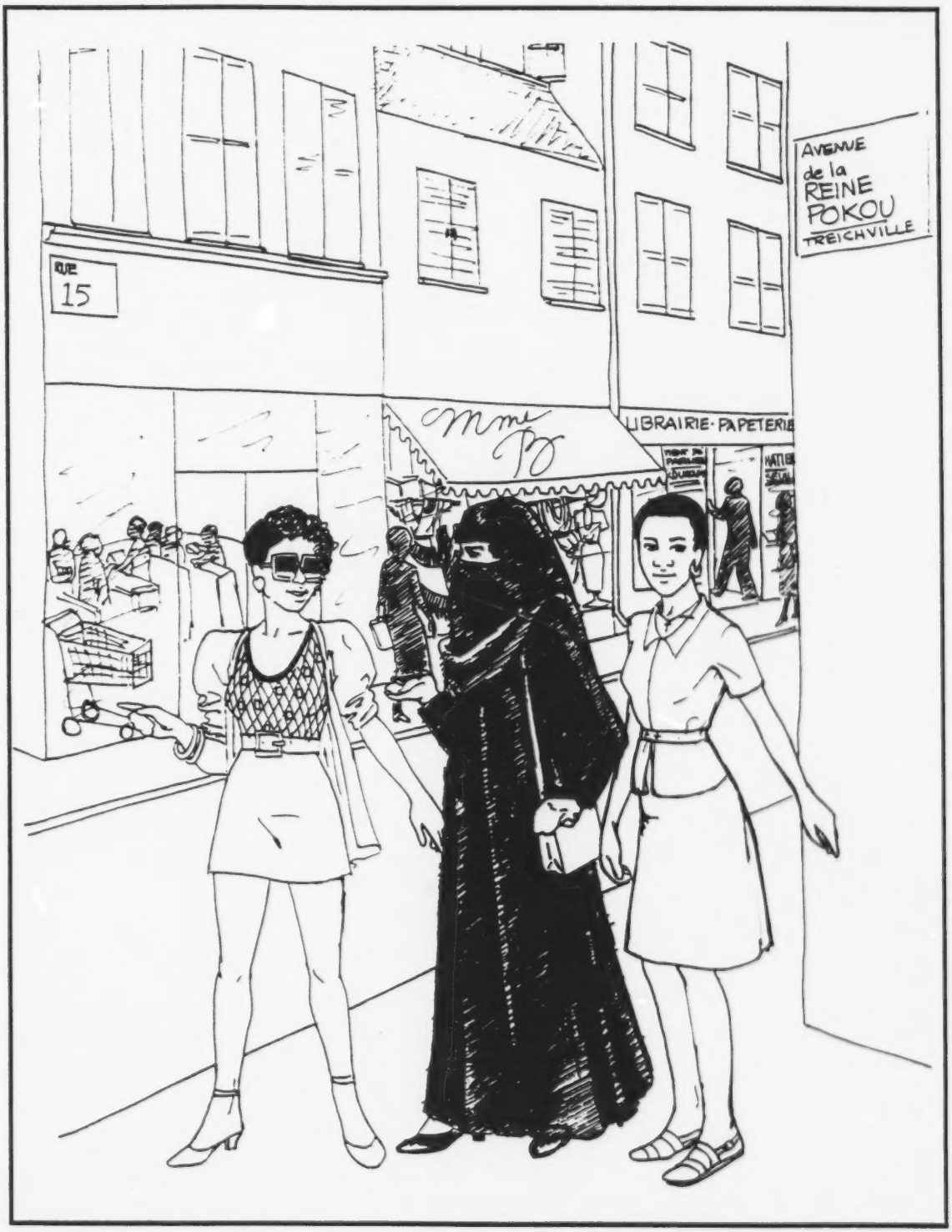
AVENUE
de la
REINE
POKOU
TREICHVILLE
15
LIBRAIRIE · PAPETERIE

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CINQUIEME LEÇON — Le Mariage / Chez les Tabwa

Lesson Overview

Suggested length: 2-4 class periods

Content theme: Marriage and traditions in Zaire

Cultural content objectives:
1. Students will become aware of the contrasts and similarities in marriage rituals both here and in Zaire.
2. Students will learn how cultural traditions and Christianity blend in modern marriage ceremonies.

Communication objectives: Students will be able, orally or in writing, to compare Zairian marriage customs with their own.

Materials

1. Transparencies of Handouts #5A, Religious Wedding Ceremony; #5B, Civil Wedding Ceremony; and #5C, Dowry Ceremony
2. (Copies of) African money
3. African fabrics, clothing, jewelry, etc., as items in the dowry (pictures of same can be used)
4. Food and drink (optional)
5. Handout #5D, Dialogue, one copy for each student
6. Handout #5E, Dowry Ceremony pictures,16 frames; one complete set of copies for classroom use
7. Handout #5F, Dowry Ceremony captions: separate into slips of paper with one caption each
8. Handout #5G, Dowry Ceremony captions, Teacher's Key
9. Handout #5H, Dowry Ceremony exercise, one copy for each student

Lesson Content

Functions	Signs and Signals	Grammatical Enablers
narrating	role of the extended family	comparisons
describing	modern Catholic practices in Africa	
negotiating	Zairian dress	
offering/making requests		
asking/answering questions		

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Vocabulary

la dot	l'abacost(masc.)	avoir lieu
la somme	le beau-père	boire
l'intermédiaire (masc. ou fém.)	la belle-mère	négocier
	les souliers	applaudir
le maire/commissaire	le verre	apporter
le témoin	les bijoux(masc.)	ajouter
l'invité(e)	l'argent(masc.)	offrir
le (la) fiancé(e)	le smoking	ajouter
le (la) marié(e)	le pagne	plaider le cas
l'époux(se)/le mari/la femme	le tissu	félicitations!
le voile	la robe	

Procedures

Setting the Stage:

Brainstorm with the students typical activities, location, and gifts associated with weddings in their families. If you have diverse religious and cultural backgrounds among the students, make lists to be compared later. Do this in French, but keep it simple!

Comprehensible Input:

1. Using the transparencies made from Handouts #5A-C, present the following:

   Un jour, Nawel et Nina rentrent de la poste avec une lettre pour Jeanne. Elle est très contente! C'est une lettre de son amie, Manda, qui parle de son mariage avec Mutwale. Manda et Mutwale sont des jeunes Tabwa, un groupe éthnique qui se trouve au sud-est du Zaire. (Have a student point out Zaire on the wall map.) **Le mariage a eu lieu il y a 2 semaines à Kinshasa, la capitale. Elle a envoyé des photos. Jeanne lit la lettre à ses amies et leur montre les photos.**

   (Handout #5A)
   Jeanne: C'est Manda, la mariée!

   Nawel: Comme elle est jolie dans sa robe blanche! Et que son voile est beau!

   Nina: Eh, regardez aussi le marié! Il est en smoking!

   Jeanne: La cérémonie est assez occidentalisée. Voilà le prêtre qui les marie.

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Nawel: Où sont-ils?

Jeanne: La cérémonie religieuse a lieu dans une église catholique en ville. Mais dans nos traditions, il y a deux autres cérémonies avant.

Nawel: Deux cérémonies?

(Handout #5B)

Jeanne: Bien sûr. Avant la cérémonie religieuse, les futurs époux vont à la mairie où ils se présentent, avec des témoins et des invités, devant le maire de la ville. Ils déclarent leur amour, et après, ils signent un document--un certificat de mariage. Puis, le maire les déclare officiellement mari et femme. Et après, tout le monde boit, mange, et danse.

Nina: C'est super! J'adore les fêtes!

(Handout #5C)

Jeanne: Mais il y a encore une autre cérémonie très importante. C'est la remise de la dot. Mutwale, représenté par un de ses oncles, offre des cadeaux et une certaine somme d'argent à la famille de Manda. Elle est aussi répresentée par un de ses oncles. Il y a beaucoup de négociations, et quand la dot est acceptée, Mutwale est accepté comme membre de la famille de Manda. Puis tout le monde applaudit, boit, mange, et danse.

Nawel: Le mariage est certainement un événement joyeux!

2. Pass out a copy of the text to the students, pronounce the vocabulary, have them repeat and underline the words.

3. Let the students read the various parts for practice (other students could act out the story as they go along!).

Guided Practice:

1. Show the transparencies from Handouts #5A, 5B and 5C. Have the students list as many new words suggested by the pictures as they can. This can be done in pairs and then be debriefed with the whole class. (speaking, writing)

2. On a transparency or the chalkboard, with the help of the students, generate sentences about the three different ceremonies: **la remise de la dot, la cérémonie religieuse,** and **la cérémonie officielle.** The students should indicate which ceremony each sentence describes. (writing, speaking)

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3. Show the transparencies of the three ceremonies and have the students, in groups, summarize each. (speaking)

Independent Practice:

1. Dowry Ceremony Match-up

   - Pass out pictures of the dowry ceremony, Handout #5E, and the corresponding explanations, cut from Handout #5F, to the students.
   - Instruct them to circulate and ask questions to find their match.
   - Read the events in the ceremony from Handout #3G, Teacher's Key, and have them line up in order. (reading, speaking, listening)

   This activity could be modeled in advance as guided practice.

2. Cloze Exercise: *Le Mariage Chez le Tabwa*

   - Have students complete Handout #5H in pairs. (writing, speaking)

Closure/Evaluation:

Have the students write a short essay comparing Zairian and their own wedding traditions.

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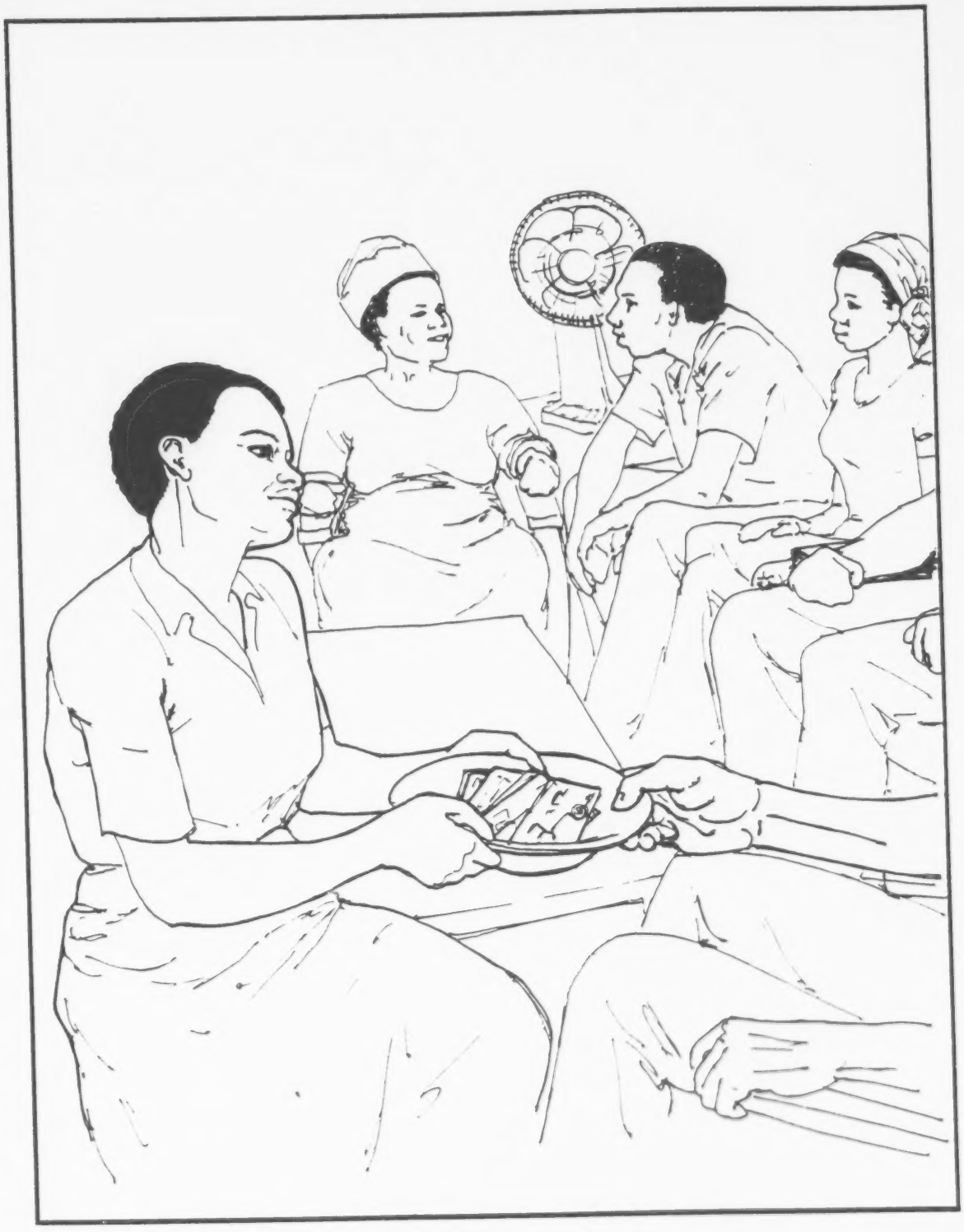

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Le Mariage Chez les Tabwa

Dialogue

Un jour, Nawel et Nina rentrent de la poste avec une lettre pour Jeanne. Elle est très contente! C'est une lettre de son amie, Manda, qui parle de son mariage avec Mutwale. Manda et Mutwale sont des jeunes Tabwas, un groupe éthnique qui se trouve au sud-est du Zaire. Le mariage a eu lieu il y a deux semaines à Kinshasa, la capitale. Elle a envoyé des photos. Jeanne lit la lettre à ses amies et leur montre les photos.

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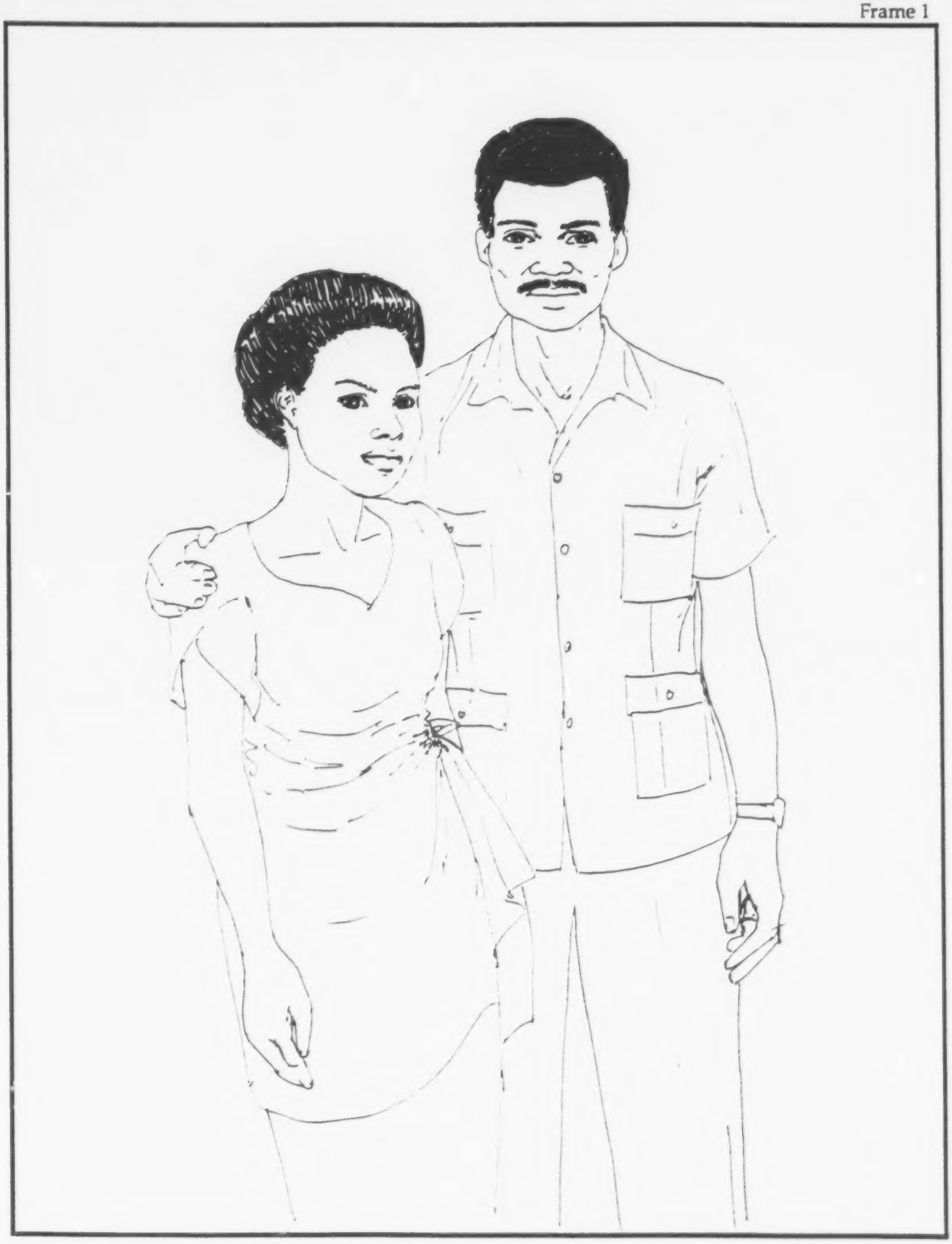

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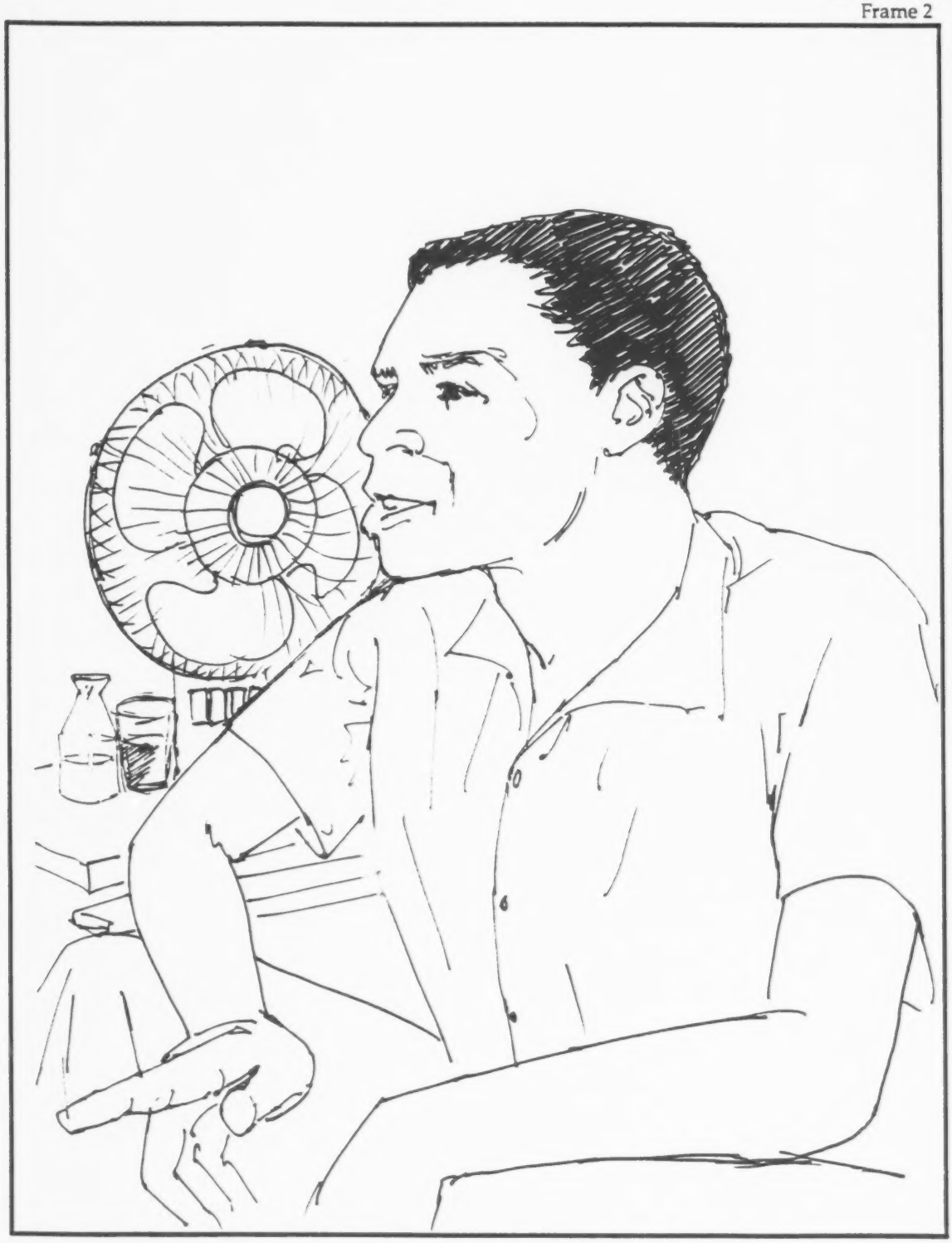

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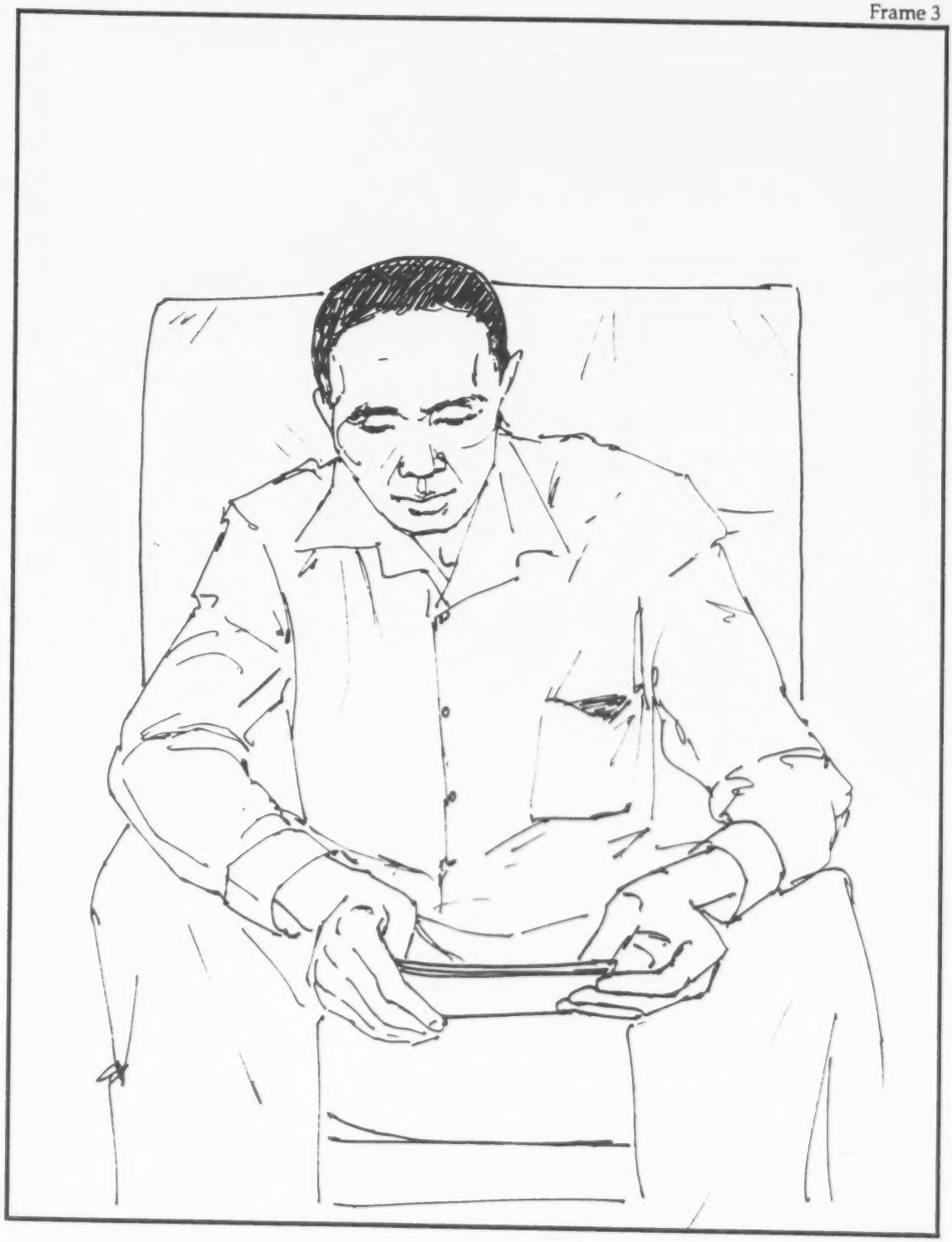

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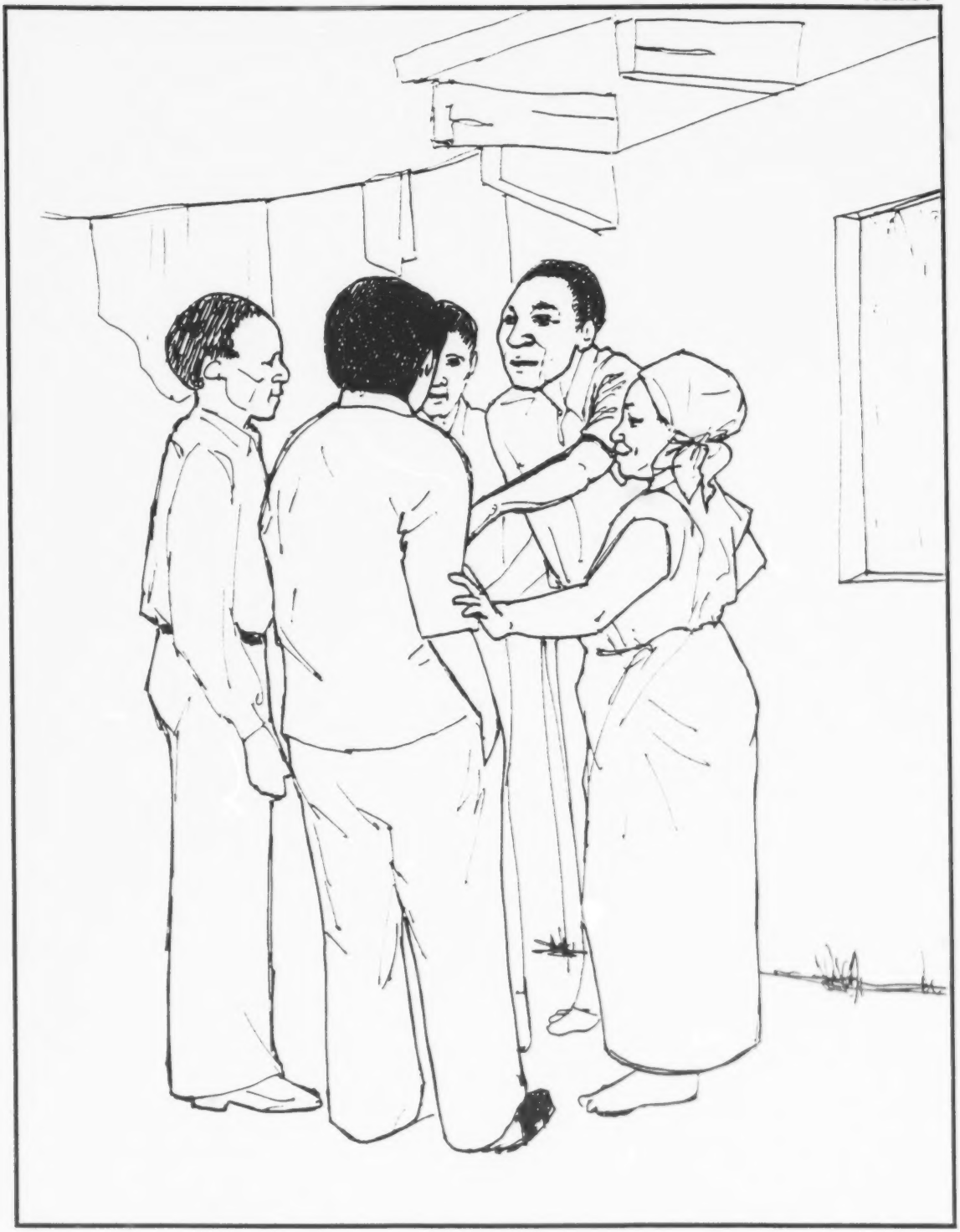

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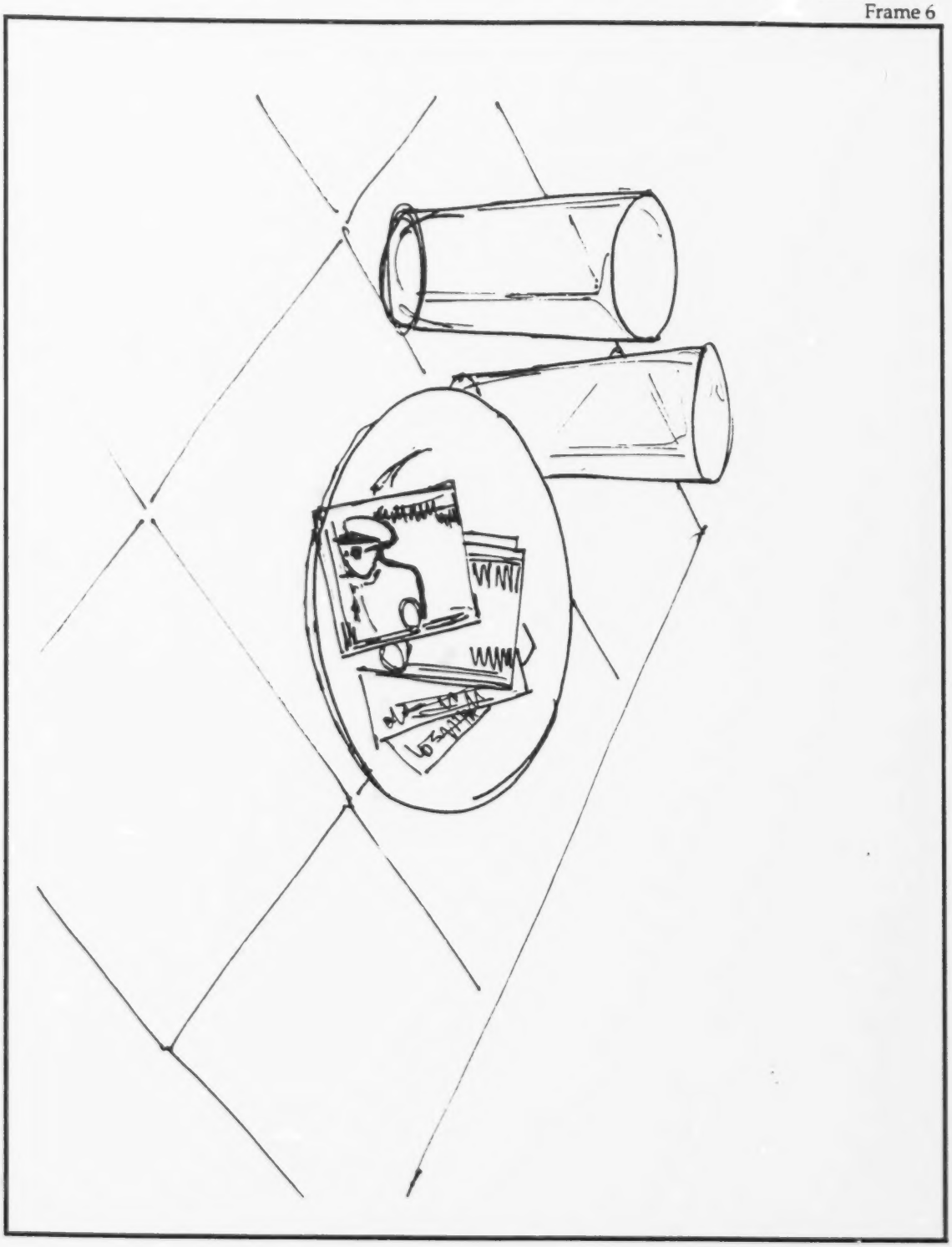

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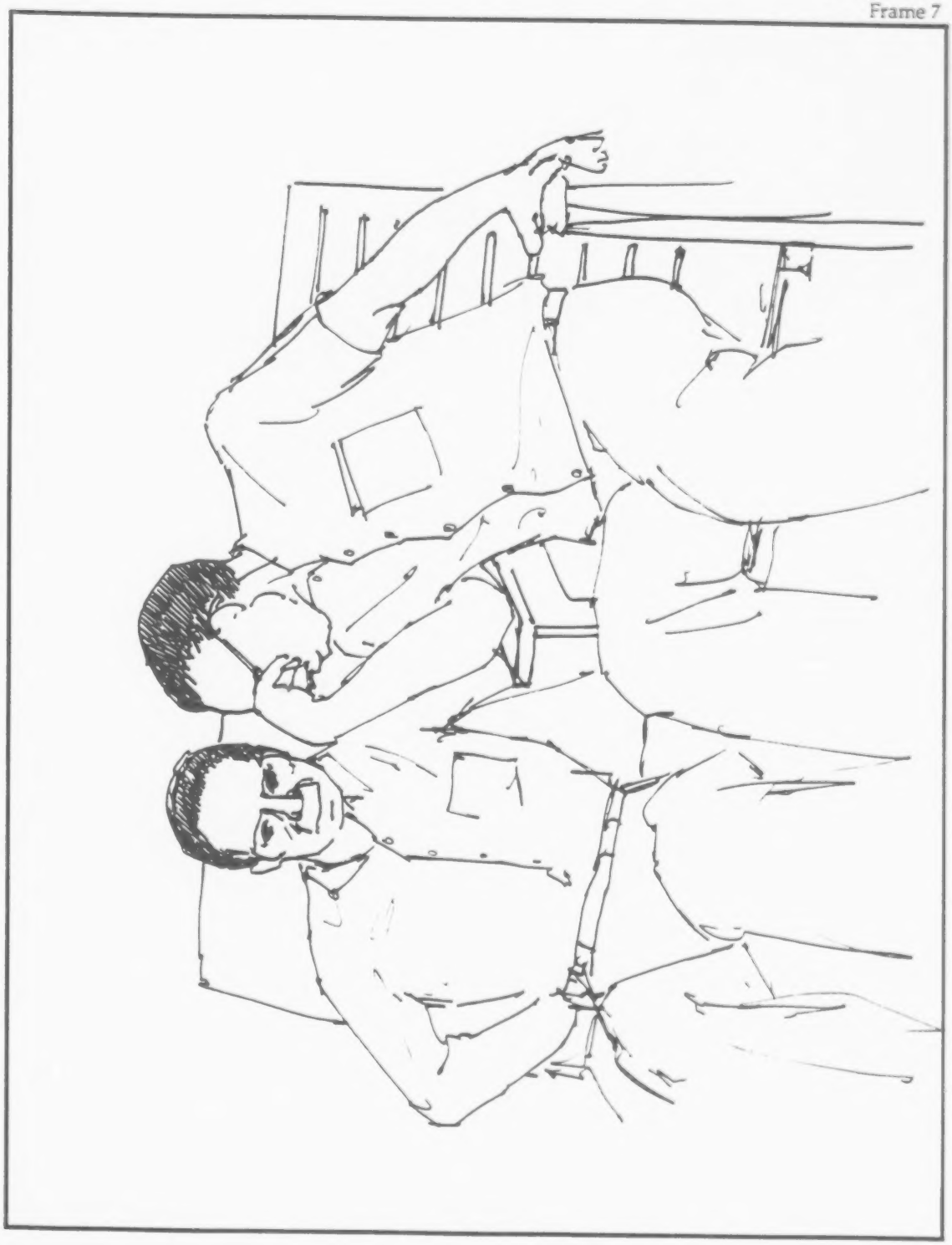

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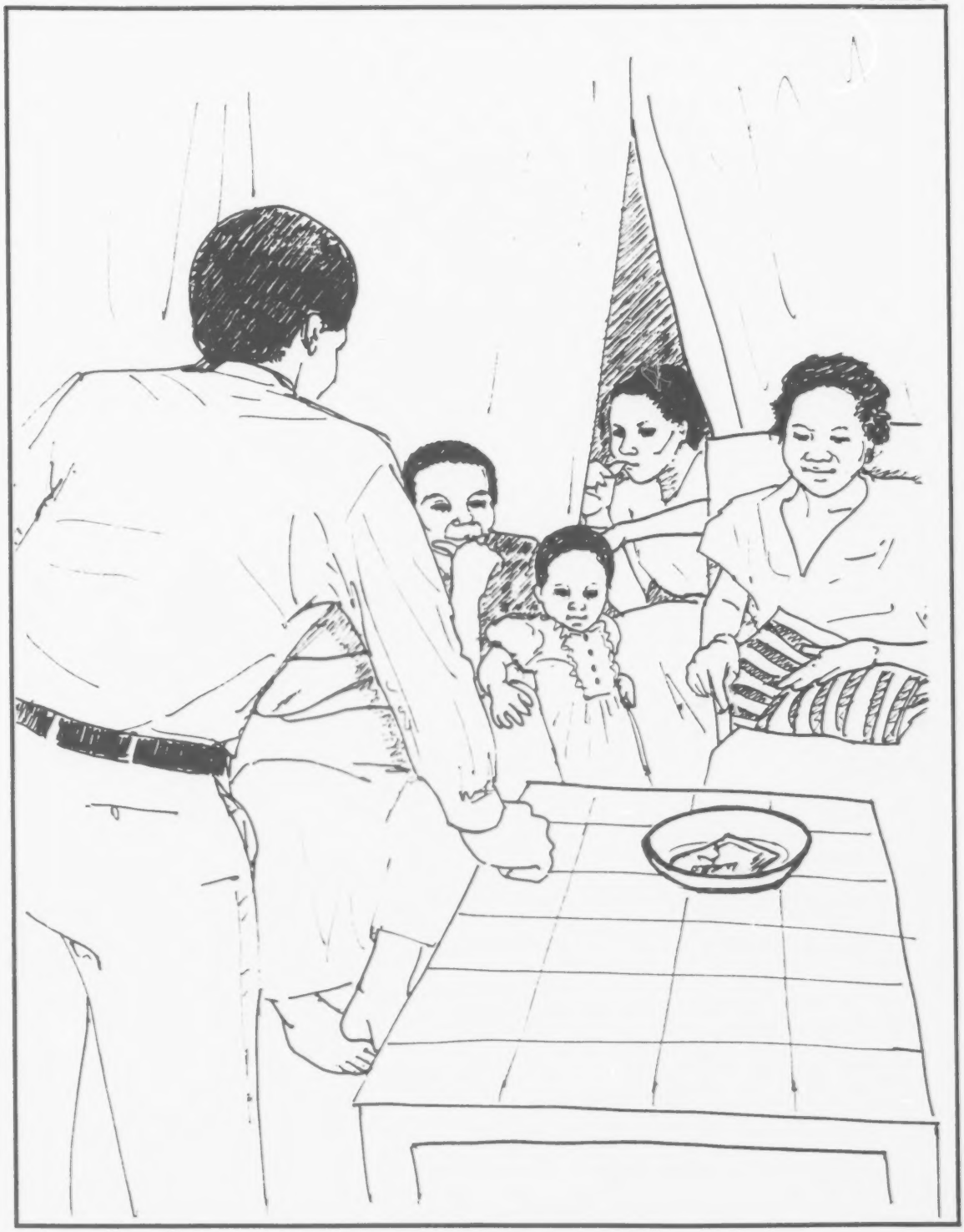

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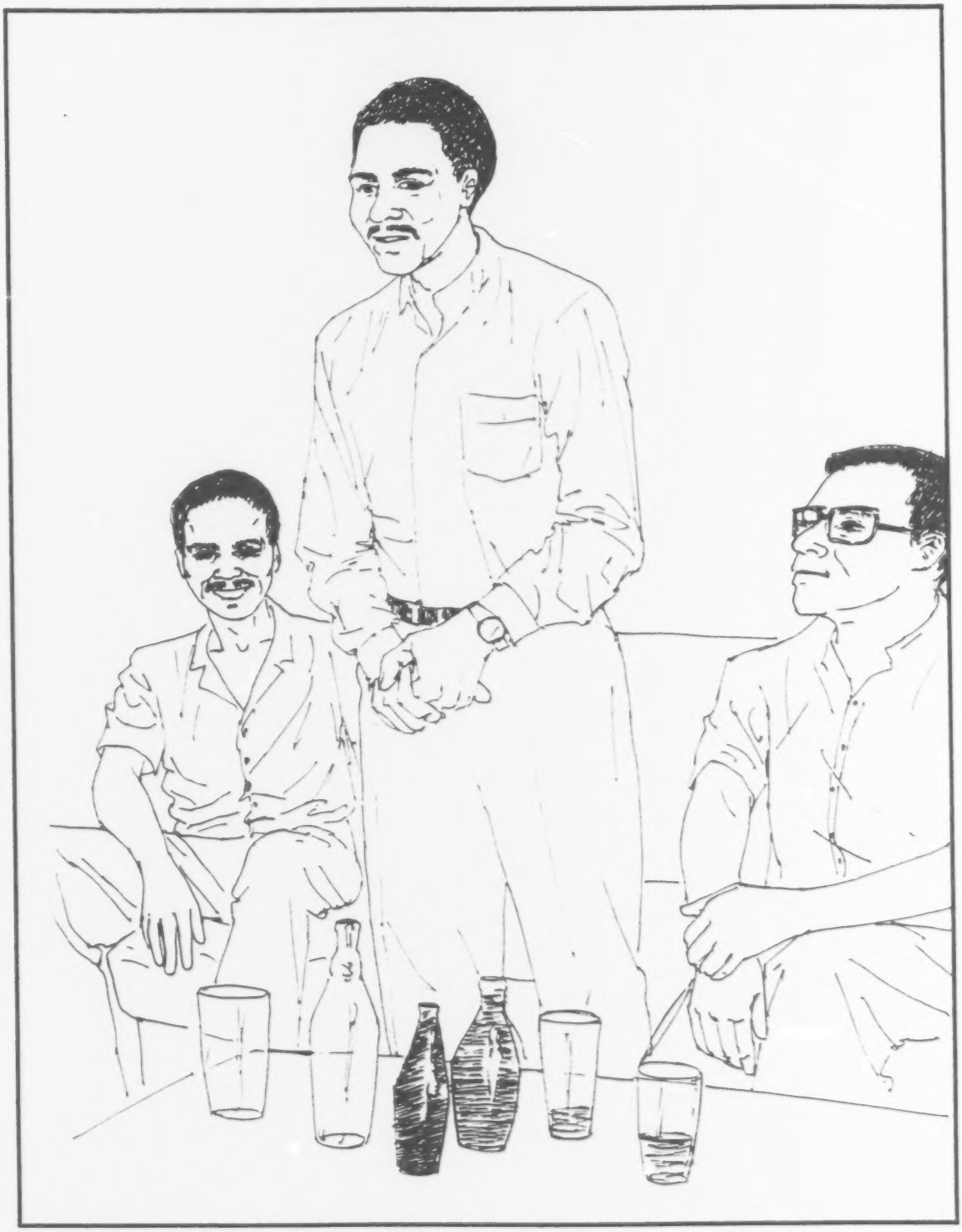

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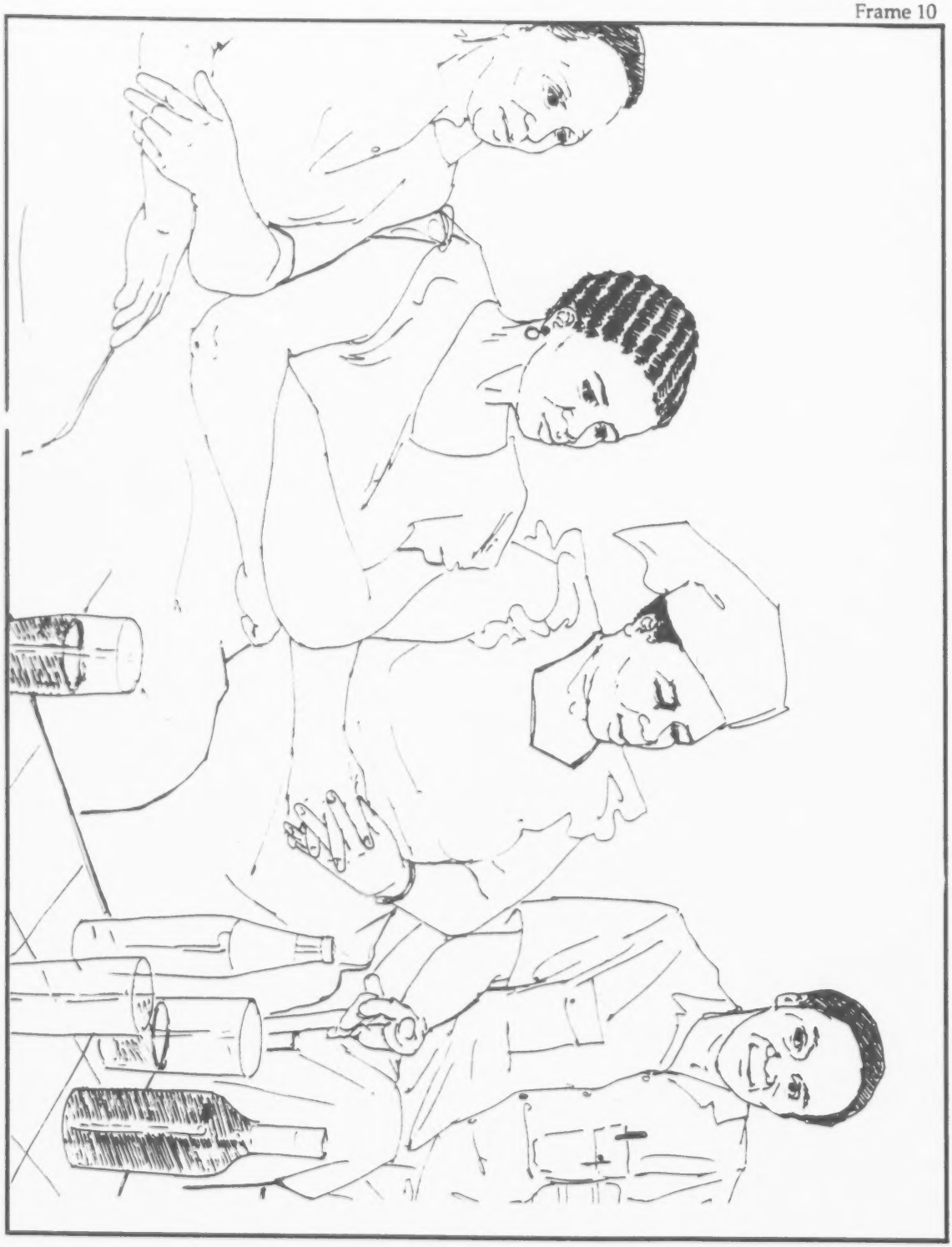

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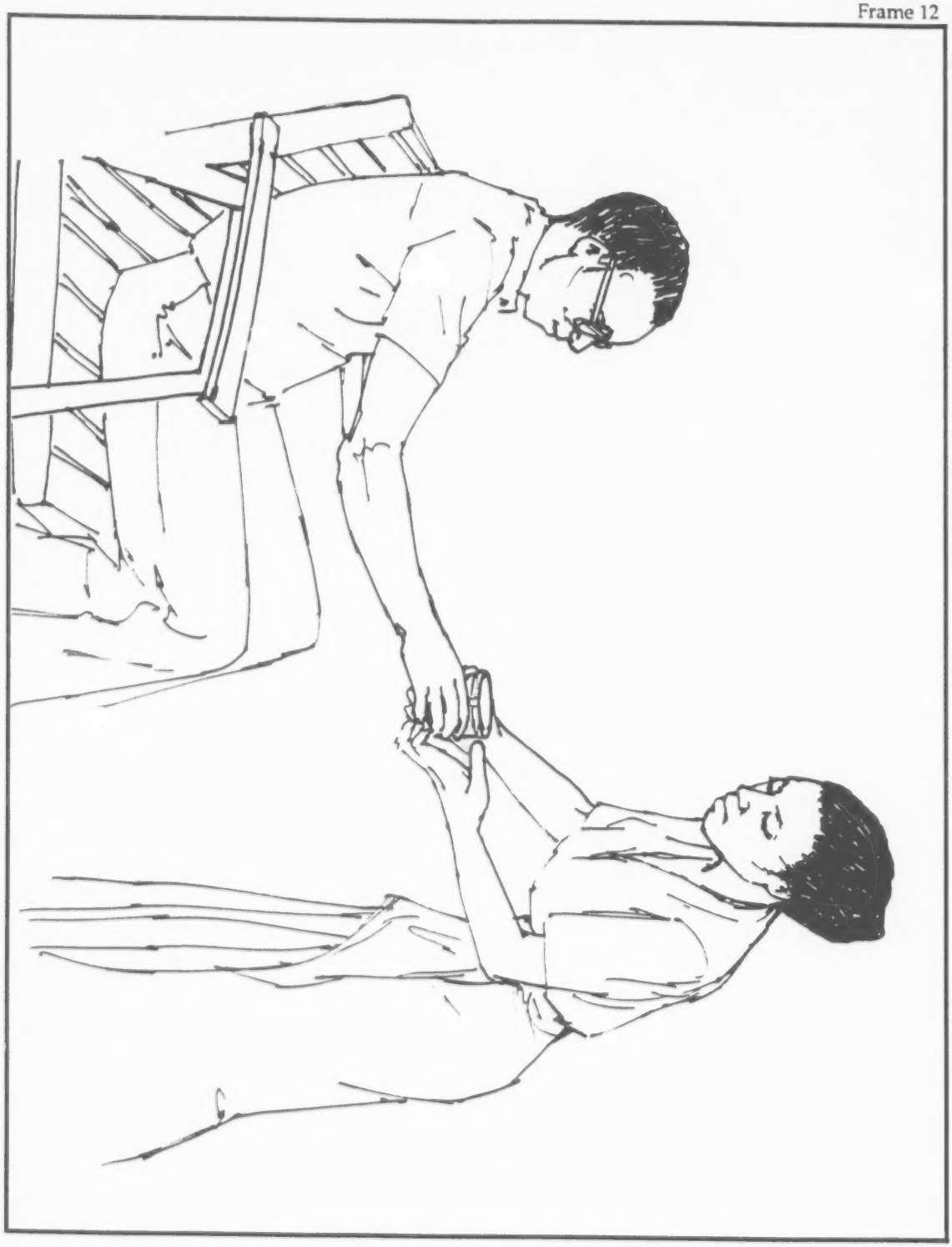
Frame 12



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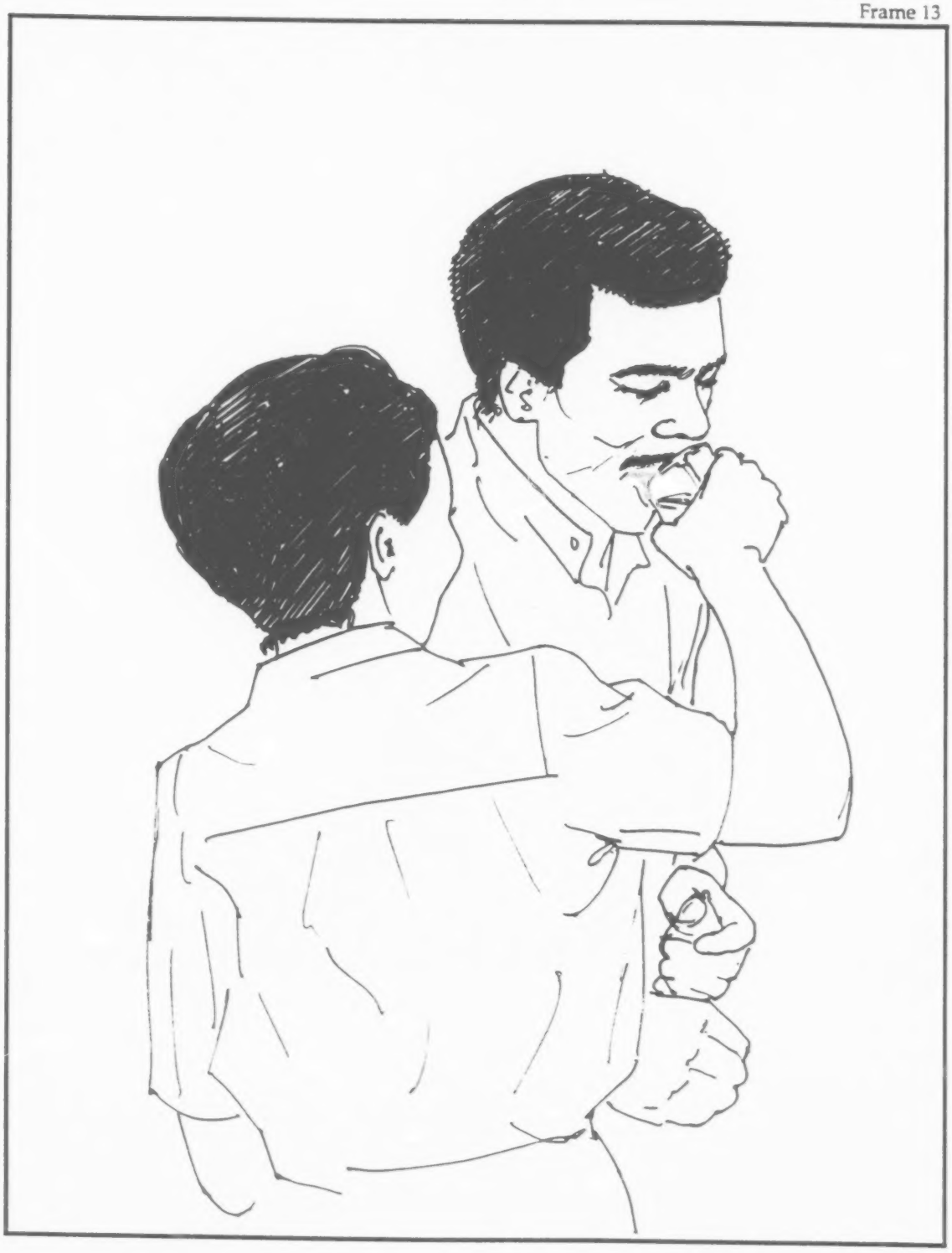

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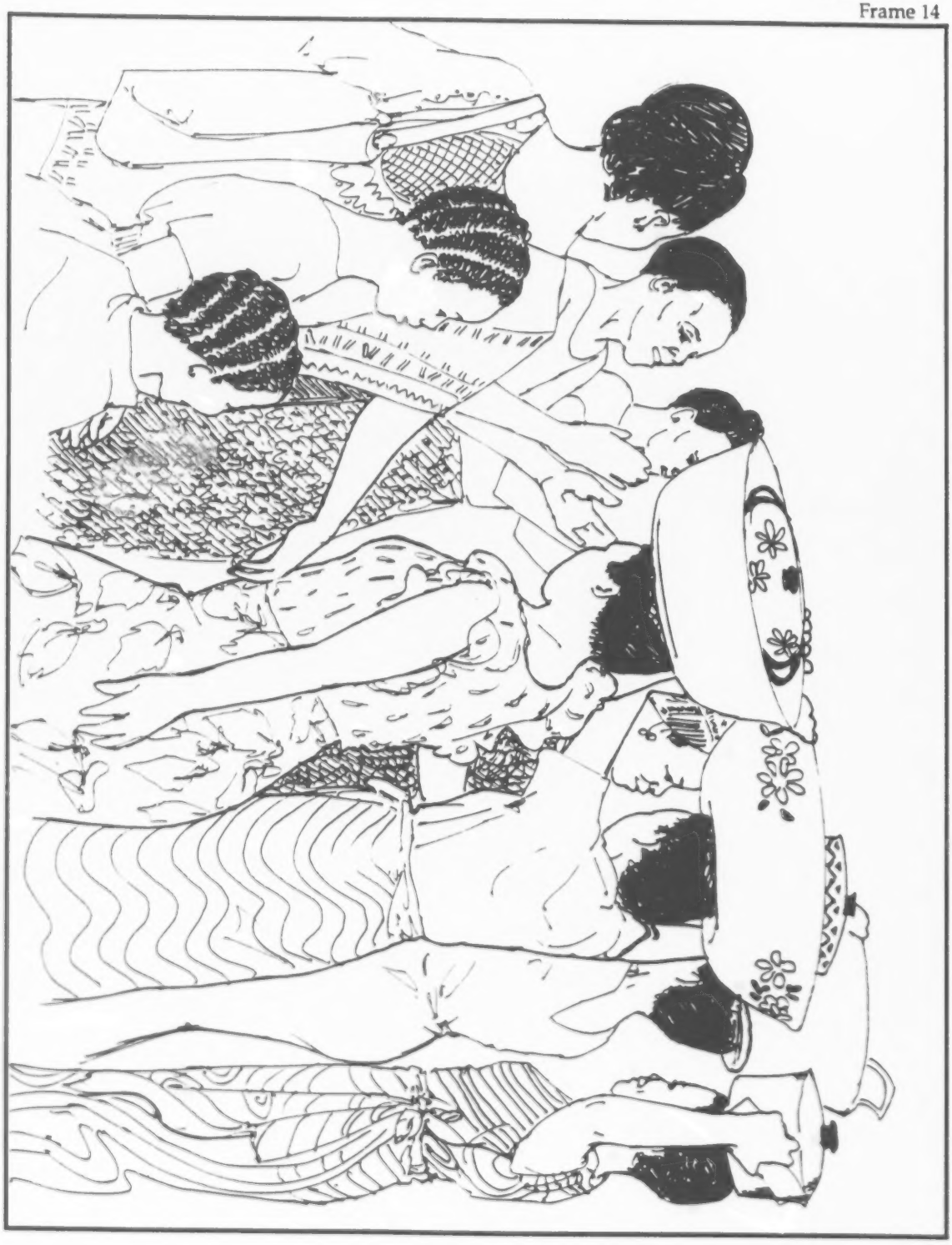

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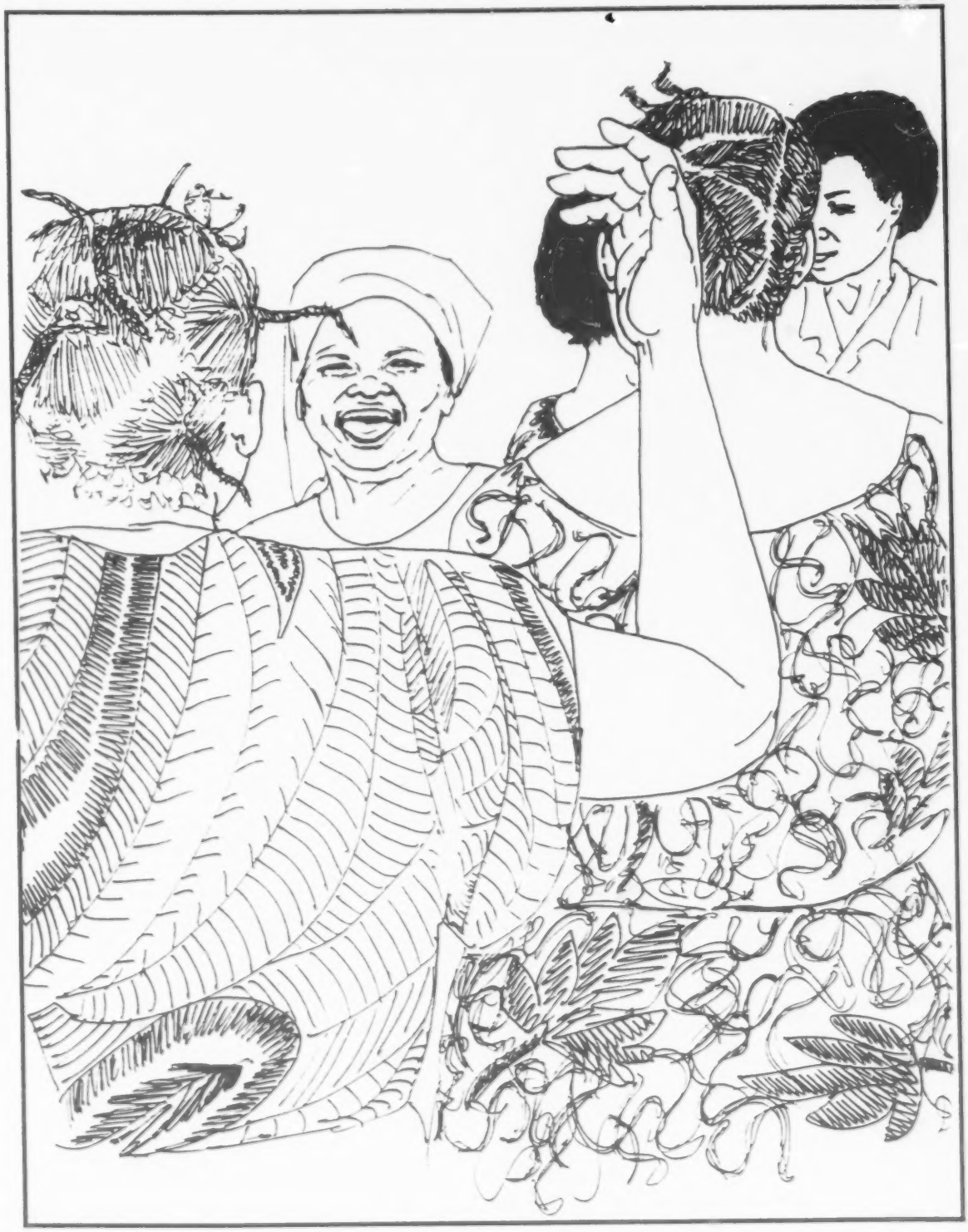

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Le Mariage Chez les Tabwa

Dowry Ceremony Captions

Voilà Manda, la mariée, et Mutwale, le marié.

L'oncle de Manda qui va négocier pour sa nièce.

L'oncle de Mutwale qui va négocier pour son neveu.

On voit sur la table des pagnes, des tissus, des souliers, et d' autres cadeaux.

La famille de Mutwale discute des conditions.

Une première somme d'argent est offerte.

L'oncle de Manda et son père discutent de l'offre.

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Mutwale rajoute de l'argent.

Mutwale plaide son cas.

Les participants suivent attentivement les négotiations.

Manda apporte à son père le supplément.

La dot est acceptée et on boit à la santé des futurs époux.

Le futur mari boit dans un verre que le beau-père lui offre.

La famille apporte de la nourriture pour la fête.

La tante de Manda en donne une bouchée à Mutwale pour symboliser qu'il est accepté comme membre de la famille.

Tout le monde danse!

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Le Mariage Chez les Tabwa

Dowry Ceremony Captions
Teacher's Key

Photo #	Caption
1	Voilà Manda, la mariée, et Mutwale, le marié.
2	L'oncle de Manda qui va négocier pour sa nièce.
3	L'oncle de Mutwale qui va négocier pour son neveu.
4	On voit sur la table des pagnes, des tissus, des souliers, et d' autres cadeaux.
5	La famille de Mutwale discutent des conditions.
6	Une première somme d'argent est offerte.
7	L'oncle de Manda et son père discute de l'offre.
8	Mutwale rajoute de l'argent.
9	Mutwale plaide son cas.
10	Les participants suivent attentivement les négotiations.
11	Manda apporte à son père le supplément.
12	La dot est acceptée et on boit à la santé des futurs époux.
13	Le futur époux boit dans un verre que le beau-père lui offre.
14	La famille apporte de la nourriture pour la fête.
15	La tante de Manda en donne une bouchée à Mutwale pour symboliser qu'il est accepté comme membre de la famille.
16	Tout le monde danse!

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EXERCICE: Le Mariage Chez les Tabwa

Remplacez les tirets par les mots de la liste suivante:

applaudir	femme	marié	smoking
apporter	intermédiaires	mariée	somme
boire	invités	nourriture	souliers
danser	manger	oncles	témoins
dot	maire	pagnes	tissus
église	mairie	plaider son cas	voile
félicitations	mari	prêtre	

Manda et Mutwala vont se marier. D'abord, leurs familles se rencontrent pour déterminer la _____. Le pére de Manda et le père de Mutwale ne sont pas les _____; ce sont leurs_____qui jouent ce role. L'oncle de Mutwale présente des cadeaux . Ces cadeaux sont: des _____, des _____ et des _____. Puis on offre une _____d'argent. Après beaucoup de négotiations, Mutwale va_____ et Manda va_____l'argent à son père. Il est accepté! La tante de Manda donne une bouchée de_____à Mutwale pour indiquer qu'il est accepté comme membre de la famille. Après, tout le monde va_____, _____, _____, et_____. Après, le_____et la_____vont à la _____ dans la ville de Kinshasa pour la cérémonie officielle. Ils se présentent devant le_____. Ils déclarent leur amour devant les_____et les_____, et ils sont prononcés _____ et_____! Mais il y a encore une autre cérémonie: la cérémonie religieuse. Les familles et les nouveaux mariés vont à l'_____catholique où ils sont mariés par le_____. Manda porte une jolie robe blanche et un beau _____. Mutwale est en _____. _____Mutwale et Manda!

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EXERCICE: Le Mariage Chez les Tabwa

Remplacez les tirets par les mots de la liste suivante:

applaudir	femme	marié	smoking
apporter	intermédiaires	mariée	somme
boire	invités	nourriture	souliers
danser	manger	oncles	témoins
dot	maire	pagnes	tissus
église	mairie	plaider son cas	voile
félicitations	mari	prêtre	

Manda et Mutwala vont se marier. D'abord, leurs familles se rencontrent pour déterminer la ___dot___. Le pére de Manda et le père de Mutwale ne sont pas les ___intermédiaires___; ce sont leurs ___oncles___ qui jouent ce role. L'oncle de Mutwale présente des cadeaux . Ces cadeaux sont: des ___pagnes___, des ___tissus___ et des ___souliers___. Puis on offre une ___somme___ d'argent. Après beaucoup de négotiations, Mutwale va ___plaider son cas___ et Manda va ___apporter___ l'argent à son père. Il est accepté! La tante de Manda donne une bouchée de ___nourriture___ à Mutwale pour indiquer qu'il est accepté comme membre de la famille. Après, tout le monde va ___applaudir___, ___boire___, ___manger___, et ___danser___. Après, le ___marié___ et la ___mariée___ vont à la ___mairie___ dans la ville de Kinshas pour la cérémonie officielle. Ils se présentent devant le ___maire___. Ils déclarent leur amour devant les ___témoins___ et les ___invités___, et ils sont prononcés ___mari___ et ___femme___! Mais il y a encore une autre cérémonie: la cérémonie religieuse. Les familles et les nouveaux mariés vont à l'___église___ catholique où ils sont mariés par le ___prêtre___. Manda porte une jolie robe blanche et un beau ___voile___. Mutwale est en ___smoking___. ___Félicitations___ Mutwale et Manda!

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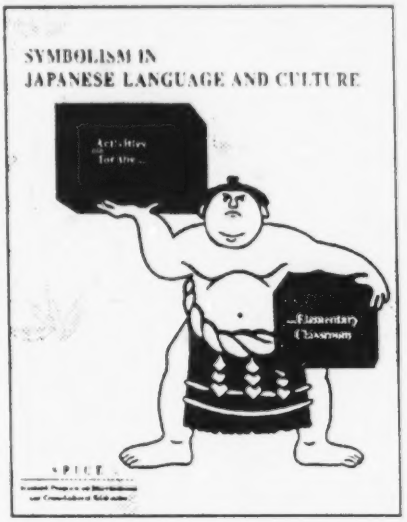

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